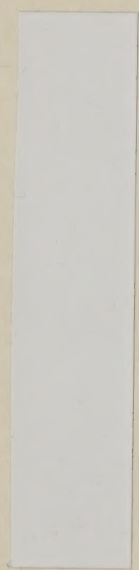






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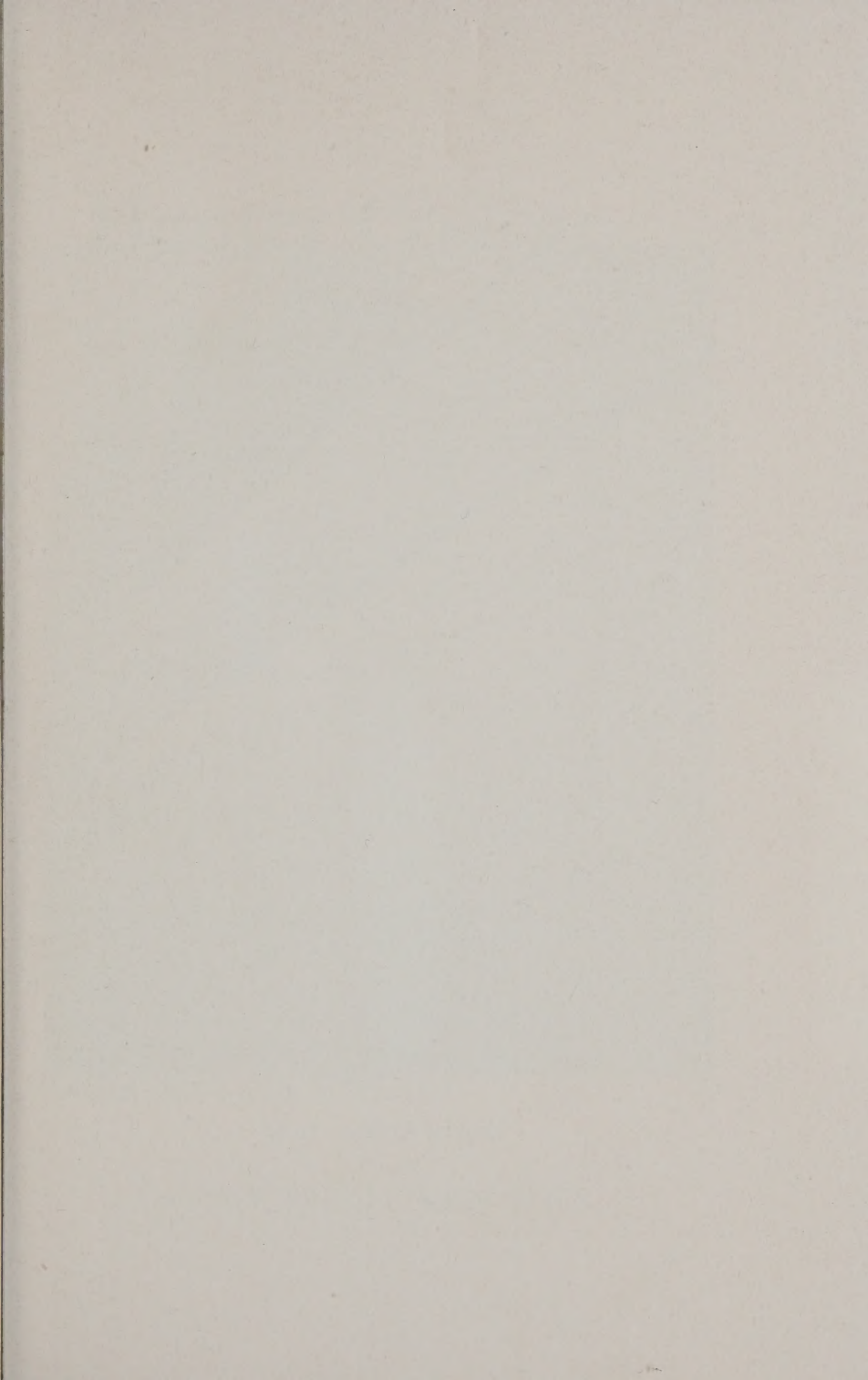
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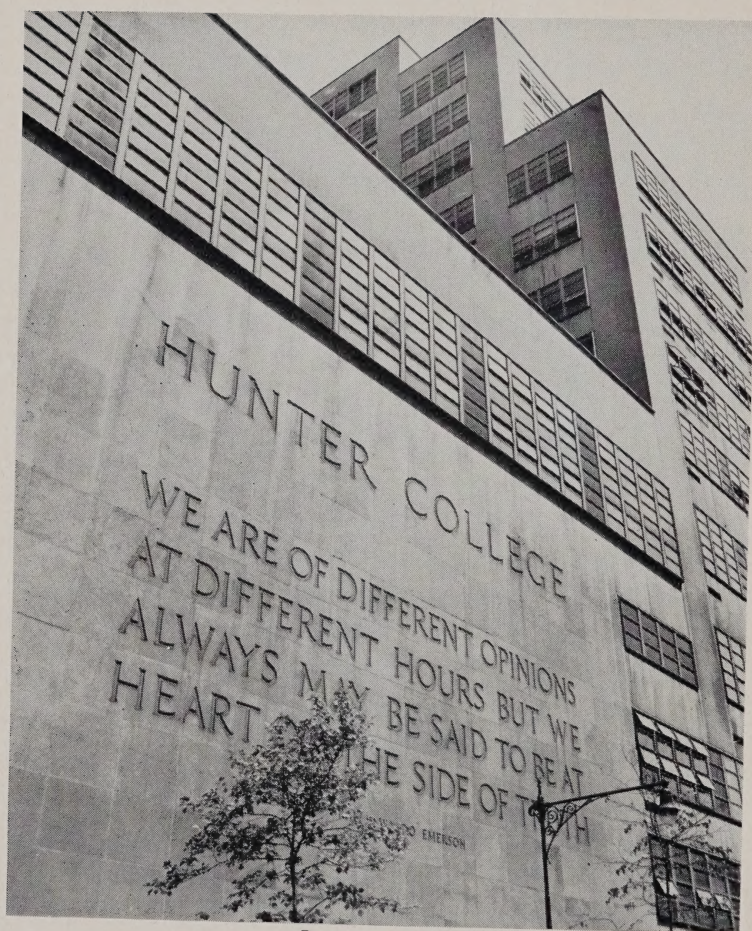
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*Courtesy of the Board of Higher Education*

Hunter College Today



# Hunter College

EIGHTY-FIVE YEARS  
OF SERVICE

*by*

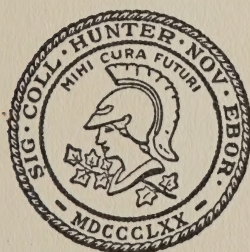
Samuel White Patterson

PROFESSOR EMERITUS OF HUNTER COLLEGE

*Foreword by*

George Nauman Shuster

PRESIDENT OF HUNTER COLLEGE



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*To*

GEORGE NAUMAN SHUSTER

Ph.D., Mus.D., LL.D.

As President of Hunter College  
he has heeded the words of Isaiah:

“Enlarge the place of thy tent,  
and let them stretch forth  
the curtains of thine habitations:  
spare not, lengthen thy cords,  
and strengthen thy stakes.”





## FOREWORD

Dr. Patterson has festooned me with coals of fire by suggesting not only that I accept the dedication of his book, but also that I write a few words by way of introduction. It is hardly necessary to say that this comment should begin with sincere thanks to him for having undertaken so difficult a task and brought it to so satisfactory a conclusion. Of course, he has consulted the annals of the College and steeped himself in its traditions. But what is perhaps more striking, he has ferreted out every bit of recent news about it with a diligence worthy of the best procedures of the Pinkerton Agency.

This is, to be sure, the chronicle of a beloved institution written by one who taught in it for many years and whose affection has suffered no diminution. No doubt a stranger examining the record might well have more fault to find, or even upon occasion come upon a towel or so which was tucked into a closet rather than into a washing machine.

Still, I think that most of us who have been on the premises for a goodly length of time will feel that Dr. Patterson has painted a realistic portrait of the College which Thomas Hunter and his friends built despite the formidable opposition they encountered, and which the faculty and its presidents since that time have tried earnestly to make exemplify the best in educational practice. Despite what has not

infrequently been said by careless commentators, we at Hunter have always been rather conservative, but we have never really been averse to changing our minds or adjusting our cloth to fit changing conditions. One has only to look at the course of study, to which this book devotes a great deal of attention, in order to see that what the Hunter student has learned has never been divorced from reality.

Indeed, few educational histories can convey stronger reasons for gratitude to our country and its citizens for everything they have done to keep alive a love of learning in this land, and to foster the institutions in which that love is served. To have had a part in this enterprise was all the lustre which many noble men and women who served it in times past required for their lives. To us who carry on, or will, this book will perennially be a warm reminder of what Hunter College has been and what it has always desired to become.

GEORGE N. SHUSTER

*November 17, 1954*



## PREFACE

My first acquaintance with Hunter College, then called Normal College, was as a lad of twelve when I took a note to President Hunter from the principal of the school I attended. The College was, of course, a good distance away, but I arrived safely, wondering what kind of hour the next would be. I have never forgotten it. The benevolent, eager, mobile countenance is still before me, the keen, vivid eyes with the most charming of twinkles. The graciousness, the courtesy, the tact left an indelible impression. Many a time in after years, while I sat with one or another of Dr. Hunter's successors, my mind wandered back to a sunny morning in late June when I chatted with the kindly old patriarch.

Some years ago, I was perusing a history of higher education of women in America and thought it would be worth while to read what was said about Hunter College. Not a word! My lifelong interest was stimulated afresh. This book is the result. I had hoped to get it out for the seventieth anniversary of the founding of the College, but a personal emergency prevented this. When the seventy-fifth came around, I was deep in war work at the College. The eightieth anniversary saw me fully occupied with another serious illness in my family circle.

I have been privileged to know so many whose memories

have made the "old days" live for me that I am at a loss adequately to express my appreciation. Twenty-two years on the Hunter faculty have added considerably to the long list of friends who have helped me write this story. The first of my colleagues to cast a welcoming eye on my manuscript was the late Professor Blanche Colton Williams who gave of her time and energy to make it better than it otherwise would be. After reading the original script Dr. Williams wrote me: "You are to be congratulated on holding together so well the fabric of Hunter College. . . . To decide what you would keep and what throw out must often have given you . . . a headache. Yet you have preserved unity from the humble beginnings. . . . You have kept constantly before your reader a sense of the change, the growth, the difficulties encountered. You have surely given sufficient background for the ordinary reader to interpret aright."

I covet the hope that in some degree I have met these tests, which the generous and gifted pen of the former chairman of the English department framed for my benefit. I have tried to present persons and to relate events impartially. We all know that every generation must write its own story. Time, circumstance, perspective dim or brighten the annals of man's tortuous rise above his past. Francis Bacon's "antient Time" had its mood; so has his "latter Time."

It will be noted that I have been sparing in judging my contemporaries. Omission of a name does not imply disapproval by silence. Omission of a fact, which another might think important, does not mean hesitancy to evaluate. A historian is a reporter but also interpreter and must select and compare. My primary interest has not been in persons

or events save as they have played a representative part in the development and progress of Hunter College. Many scores, many careers, are still in the making. Whoever writes the story of the College at its centenary will have to pass on them. Recency and nearness, it should be remembered, often color conclusions, whatever the intent.

To list all who have assisted me would be tedious and make this Preface look like a *Who's Who* or an *Information Please Almanac*. If I omitted all, I should feel remiss. Besides President Shuster, who went over the first and last drafts of the manuscript, I am indebted to the late Dr. Williams, of course, but also to Estelle Forchheimer, Helen H. Tanzer, Irene B. Graff, the late Hannah M. Egan, Elsie R. Kengla, Bertha G. Gold, and Helene Hartung, all of whom perused one draft or another and gave me much excellent advice; Philip R. V. Curoe, Cyril W. Woolcock, Ernest C. Hunt, Solomon Bluhm, Margaret A. Rendt, Anna M. Trinsey, Mary Belden James Lehn, Ruth E. Salley, Henrietta Tichy, Alfred E. Rejall, Elizabeth P. Stein, Elizabeth Vera Loeb Stern, Alice A. Barho, Margaret W. Maybury, Gertrude Mc Sherry Brady, Grace R. Doyle, Harriet H. Keith, Mrs. James G. MacLean, daughter of the late Professor Gillet, Mrs. Fletcher Dodge, daughter of the late President Davis, Annie Hickinbottom Mills, the late Betsey B. Davis, the late Lillian M. Snow, the late Augusta Huiell Seaman Freeman, and the late Evelyn Walker. Miss Risa Lowie, chairman of the Archives of the Associate Alumnae, has kindly responded to my queries on points of importance. The Misses Elsie M. Fugett, Edna M. Romer, and Margaret Grant Plumb have been more than just helpful; they have given unstintingly of their time and expert knowledge. Many others have afforded me rare glimpses of Hunter's



past and illuminating details of Hunter's present. A chance remark may be of much worth historically.

The various offices, particularly the President's, in Mrs. Amy Hines Kimball's day and in Mrs. Antoinette P. Jehle's, have been most kindly disposed. Librarians of the following institutions have also been unsparing in their efforts to make this book as accurate as possible: Hunter College, The New-York Historical Society, Frick Art Reference Library, Municipal Reference Library as well as the main center of The New York Public Library, and the New York Society Library. Williams College and Columbia University have promptly responded to every request.

Several persons not directly connected with the College have cast sidelights of value or assisted in other ways: John Kieran, son of the late President Kieran; the late Professor George F. Whicher, of Amherst, son of the late Professor George M. Whicher; Paul Weintraub, a former student of mine, now a lawyer; President James Hodes, also a former student, now head of the Third Avenue Railroad Company, and his associate, Addison B. Scoville of the same organization; Superintendent Joseph H. McGrath of the Seventh Regiment Armory, a College neighbor; George Lent and Miss Edna I. Schoems of the bureau of information of the New York Board of Education; John T. Washburne, former reading room chief at The New-York Historical Society library; Edward V. Chassee, contact representative of the Veterans' Administration; Secretary Harrison S. Dimmitt of Harvard Law School. The good folks, too, of Congregation Zichron Ephraim, a Hunter neighbor, have helped. Professor Robert P. Tristram Coffin has kindly let me use his moving ode, "The Palace of Park Avenue."

I trust that I have not made Hunter College seem "fault-

ily faultless." I have often recalled Thomas H. Huxley's prayer: "God give me the strength to face a fact though it slay me." When Walt Whitman laid down a biography he mused, in effect: "And is that what a man looks like? Why, I hardly know what I look like myself!" So it might be said of the history of a college. I have tried to steer clear of the Scylla of indiscriminating praise and the Charybdis of understatement.

My ardent hope is that present and future students may be able to see and feel what President Shuster has written in next to the last sentence of his Foreword. Of one thing the reader may be sure: There is no bias against the truth as I have painstakingly gleaned it. Naturally, as the late Lord Morley in his *Life of Gladstone* observed, the historian can hardly be indifferently neutral. There must be a few signs of partiality—forgivable, I trust.

At all events, "What's writ, is writ! Would it were worthier!" It would indeed be less worthy if I had not been privileged to enjoy the benefit of the wealth of reminiscent lore of my late friends, the Misses Anna and Jenny Hunter, elderly daughters of the first President of the College, and the gently gracious guidance of my late wife, May Blauvelt Patterson. All three were alumnae of the College.

It must needs be, I imagine, that errors have crept into the pages of this history. If so, I regret it, but while regretting it I hear the comforting French saying, that no horse is so well shod that he never slips.

SAMUEL WHITE PATTERSON

February 14, 1955





## THE PALACE OF PARK AVENUE\*

BY ROBERT P. TRISTRAM COFFIN

*The pioneer mother fed her homespun sons  
On hasty pudding, and she saw them mighty ones  
Shot up tall by candlelight, men grown grave and great,  
New Catos and new plowmen-kings to rule a plowman state,  
An empire of industry whose seal would be the beaver,  
The beehive and the plow, the hammer and the cleaver,  
A palace high and radiant and handsome cities burned  
At the end of furrows the whistling plowboy turned,  
And Justice and Fraternity waited in the dusk  
Girls and boys who drove home cows and had the corn to husk.*

*Behind the mother was the world where men were slaves,  
And all the beauty of the land was spent on graves,  
Where races kept behind their walls and whispered lies  
Of neighbor races, and men bred and died like flies.  
Around the New World mother were men the law said might  
Never mingle, for they were as day and night:  
The Irish and the Scottish with old hate in between,  
The robust knickerbockered Dutch, and the French cut lean,  
The German and the Englishman, the Welshman and the Swede—  
And all were met at peace in this mother's seed!*

*Today we sit within a house of awe  
That mother of America once saw  
Shining down the future, a house of races  
Full of the new American faces:*

\* Ode read by the poet at the dedication of the new Park Avenue Building of Hunter College, October 8, 1940. It is reprinted here from the official book of the Inauguration of President Shuster. *The New York Times* published it the day following the ceremony.

*The Irish, half brown earth and half high cloud,  
The chiselled Jewish with the sharp and proud  
Lines of ancient comeliness, the Poles  
With faces rapt and eager as blown coals,  
The sober Germans, and the coin-like Greeks,  
The Italians with all summer for their cheeks.*

*Here at earth's greatest city's splendid heart  
Is gathered for tomorrow that land's art,  
This race's industry, and that race's zeal,  
The promise of a golden commonweal;  
And this new strength will swell our children's thighs,  
And that one put new fire in their eyes,  
That ancient pride will meet and blend with this,  
The hardy North and fiery South will kiss,  
Our race will show the deer and his sharp grace  
And the bull with morning for his face.*

*Here in a college for a sex set free  
Sits the hope of our humanity,  
The future history of the American state,  
Races united in a world where hate,  
Flames, and armored insects leave a path  
Of ruin where old nations were, and wrath  
Shakes the great foundations laid by Rome  
And the little Anglo-Saxon home,  
Shakes two thousand years' belief in man,  
Faith that all the different nations can  
Be equal in the law, that each man's light  
Is to say and do what he thinks right.*

*Now in the twilight of a riven world  
The seeds of dawn are waiting here upcurled  
In young unwearied minds, untouched by sorrow,  
Who will go forth to plow and sow tomorrow,  
Go forth and save the best the Old World knew:  
The Golden Rule, the lamb brought home when dew  
Is on the evening, the old love of friends,  
Peace and plenty where the corn ear bends,  
And make our history a fruitful one,  
A chapter in the history of the sun.*

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HUNTER COLLEGE

*Eighty-five Years  
of Service*





## CHAPTER ONE

# SOIL AND DEEP ROOTS

---

On November 17, 1869, the board of education of the City of New York, or the department of public instruction as it was then more strictly called, passed a resolution establishing the Female Normal and High School, at times referred to as the Female Normal School or the Daily Normal School for Females. Since classes were first held on February 14, 1870, the anniversary of this date has always been celebrated as the College birthday. The name was changed to the Normal College of the City of New York by the state legislature on April 26, 1870, and again by the same authority to Hunter College of the City of New York on April 4, 1914. Thus the first President, Thomas Hunter, was fittingly honored.

This municipally conducted institution of higher learning is supported principally by city funds, but these have recently been augmented by state allotments for teacher education. Federal aid has been received for home economics and physically handicapped programs as well as for



GI's. Private means have also been contributory, especially of late years. The College was founded to meet a felt public need—a need for more and better teachers in the city's elementary schools. In 1870, New York was a sparsely settled community extending only a few miles north of the lower tip of Manhattan Island. The population, probably a million all told, was densest south of Fourteenth Street and east of Broadway. The school was therefore located temporarily in downtown Manhattan.

The College has grown with the city but it has tried to meet the requirements of succeeding generations without sacrifice of its ideals as a liberal arts institution with optional vocational training, especially in the field of teaching. The pendulum swings from time to time to other professions, which are generally well represented, though this past year fully half of the student body expected to teach, the College's primary objective for many years after it was founded. Throughout most of its life it has had the education of young women as its chief concern but latterly young men have been enrolled as well. Once the largest women's college in America, Hunter College has become one of the largest co-educational institutions in the country. To the uptown Manhattan site has been added an extensive Bronx campus.

All of our colonial American colleges were for men; until after the Civil War they were still largely so. By 1870, there were perhaps 250 in the United States, some of them for girls, but academies like Mary Lyon's at Mt. Holyoke and Emma Willard's at Troy were the equals of any colleges for women, or for men either. As a rule, the roots of higher education for women were mere tendrils in shallow soil till well along in the nineteenth century.

Students at early American higher schools were drawn from families in the upper-income brackets. Philanthropic interests, usually church-connected, now and then selected likely young men from poorer homes and paid their way through college. Their sisters were presumed to be satisfied with sitting by the fire, dreaming of a happy married life of their own some day. The industrial revolution and the growth of cities changed this notion and led to gainful employment for girls outside the household. Offices and factories made bids, as primary schools had long made theirs less conspicuously. The public tardily tolerated the new order.

Miss Catherine E. Beecher, gifted daughter of a gifted family, was considered "not altogether nice" when she journeyed to far places preaching the gospel of higher education for her sex. She was as ardent as ever her famous brother was in preaching deliverance for the slave. It is more than a guess that it was Miss Beecher's voice, enlivened by Sarah Hale's pen in Godey's *Lady's Book*, that recruited Thomas Hunter to the cause, and through him his able coadjutors, Isaac Bell and William Wood. The name of Thomas Hunter appears first as a teacher of drawing in Valentine's *Manual* for the mid-1850's. He entered the public schools at the right time. A new era had dawned when the privately conducted New York Public School Society ended its splendid pioneer work.

Around the middle decades the idea of college education for women began to take tenuous hold of popular interest. As early as 1840, it is probable, the Female College at Macon, Georgia, conferred the first degree of bachelor of arts on a woman. The Wesleyan Female College at Cincinnati illustrated the travail of spirit through which new ideas in

education, as in anything else, seem fated to pass. Classical purists were at a loss to determine what to call the graduates: Alumni? Surely not! Alumnae? Unheard of! Time and the girls themselves settled it: Alumnae.

Oberlin Collegiate Institute, a middle western center of educational as well as general social reform, announced a "female department" in the 1840's, but it was anemic for a long, long time. Girls in the lower grades were taught "the useful branches"; girls in the higher grades studied such courses as the faculty deemed suited to their "sex and prospective employment." There were fewer than eighty A.B. degrees conferred on women during Oberlin's first half century. But the college had this distinction at least: it was the first to admit Negroes as students. Some would add another, disputing the statement made above that the Macon college was the earliest to confer a degree on a woman, and give that honor to Oberlin in 1841.

New York, quite early, was liberally disposed toward colleges and in 1790 set up a "literature fund" to encourage higher education. However, pressure to support lower schools was too great to sustain interest beyond the "three r's." It was not till 1855 that Elmira College was chartered as the first institution of college rank for girls in the state. But the atmosphere of the preparatory school permeated Elmira as it would a decade later the Normal College in New York City.

It was a good thing that Horace Mann found it hard to meet his need for teachers at Antioch, Ohio, in the 1850's, for it persuaded him to provide a teachers' course of two years in addition to an English course of three and an academic course of four, which led to a degree. This pattern was widely followed, the professional studies and the

liberal arts living in an uneasy peace on the same campus.

Another waymark of significance in the steep ascent appeared in the 1830's with the appointment of Thomas Gallaudet, a leader in the education of the deaf, to the chair of pedagogics at the University of the City of New York (since 1896 New York University). This was the first chair of its kind in the country. In 1855 the University of Iowa established a normal division for the preparation of elementary-school teachers. "The applicant must be twelve years old, if female," runs the official circular, "and fourteen years of age, if male. . . ." The course included orthography, reading, penmanship, English grammar, geography, physiology, oral (or "mental," as it was called) and written arithmetic. A teacher must know what she teaches as well how to teach it: old-fashioned but not bad. It impressed Thomas Hunter who believed in method but not to the point of no return.

Of all the influences that filled the air in the years preceding and following the founding of the Normal College, none was so great as the wide-spreading movement to train an adequate supply of grade teachers. This, with Miss Beecher's stress on the practical, the moral, and the spiritual in education, together with her belief in women's intellectual ability, motivated Thomas Hunter's educational creed.

The normal school as a separate institution was in keeping with a growing America. It was democratic in idea and ideal, and leavened public opinion in favor of public education for all children. The democratization of the franchise, too, had not a little to do with popular schooling. The "pauper school" was obnoxious to boys and girls whom the Declaration of Independence had pronounced



free and equal. Liberal tendencies in the religious sphere, or at least increasing tolerance, especially in the country's wide-open spaces, helped swell the chorus of social approval. Provision must be made for the large number of immigrants who were coming to America in the late 1830's and through the 1840's. The German Herbart had set the normal-school movement forward with greater dignity than the English Lancaster with his monitorial system. Nowhere was Herbart more thoroughly accepted than at Oswego Normal School, which would soon play a part in the growth of the training department of New York's Normal.

It was to Thomas Hunter's credit that he perceived the primary need of well-educated teachers whose academic background gave meaning to their techniques and methods. If all normal schools had had his vision, the professional education of teachers might have been earlier and further advanced on all levels, and the poor showing of students of education not long ago in the Selective Service College Qualification Test would never have come to pass.

Brief statistics tell why Hunter had to move slowly. He was ahead of public opinion and must fight his way step by step, professionally and academically. There were very few municipally supported schools of the type he headed, and not more than 12,000 students in American professional schools for teachers. The total registration of girls between fifteen and seventeen in the United States was under five per cent of the million and a quarter females in the early 1870's. It was a lift to ardent spirits when Matthew Vassar, a wealthy brewer, established a college at Poughkeepsie in 1865, with a sufficient endowment to give

it permanence and the highest standing. (Incidentally, Mr. Vassar's niece, Miss Anna E. Vassar, attended Normal College in New York.) It was also balm to enthusiasm a little later, when Mrs. Sophia Smith memorialized her husband at Northampton, and Henry F. Durant and his wife Pauline founded a college on their Wellesley Hills estate in memory of their beloved young son.

At Vassar, the sciences as well as the arts were stressed—a great educational advance in the few years since Darwin's *Origin of Species* set the conservative world on edge. At Wellesley, it was scholarship to the fore, but also “training . . . for future teachers upon sound Christian principles.” The classical tradition, many believed, had been signed and sealed forever by the Yale Report of 1827. Women's colleges as well as men's would respect it, and most did. But the practical was the principal selling point for the higher education of women. It is interesting to note that Vassar and Smith welcomed men and women to their faculties, but Wellesley favored women exclusively. New York's Normal College preferred men on its first faculty.

So much for the educational picture in general. Let us look for a moment or two at the local scene in the City of New York. On April 13, 1827, Governor De Witt Clinton signed a bill to set aside “permanent funds for the annual appropriation to common schools, to increase the literature fund, and to promote the education of teachers.” Seven years afterward, the state legislature passed another important law, perhaps the first of its kind in the United States. It made possible the education of teachers for the common or grade schools, already so greatly aided by the 1827 legislation. As most of the teachers were women,

the act of 1834 advanced the cause of higher education for females, even though normal school training tended to limit teacher education to classroom skills.

The New York Public School Society opened three normal schools soon after the passing of the 1834 act. Two of the schools were for white teachers, one for colored; both were for men and women. Strictly speaking, they were not normal schools at all but rather teacher institutes, which are still popular in many sections of the country. They pegged the schooling of boys and girls a notch above the rudiments if the pupils elected teaching as a career. When the public board of education was established in the early 1840's the Public School Society turned over its schools to public control. A decade or so later the merger was complete.

In October, 1842, only a short time after the first session of the new board, the Saturday Normal School for primary school teachers was started, but it closed within a few months. The reasons are not too clear. There can be little doubt, however, that the division of the city into wards spearheaded the end of these schools. The ward was a political unit or district; it was not something entirely new for it had been defined in the city charter of 1683. The act that set up the public board of education also authorized a ward system of schools, a sort of decentralized centralization, as it were. Each ward had a school supervised by benevolent gentlemen who served without compensation other than the delight that came of helping deserving daughters of deserving constituents. The trustees were political appointees. The commissioners of education, that is, the members of the general school board, usually deferred to the local trustees in ward matters. The district super-

visors, called inspectors, were paid professionals who were often obligated to ward authorities for their positions. They served the schools by regular visits and special oral tests. Any new scheme, which seemed to remove the teaching function to a centralized Saturday Normal School, was frowned upon for years.


The establishment of the Free Academy for boys in 1847, through the dogged efforts of Townsend Harris and Robert Kelly, presupposed a similar school for girls. Harris was president of the board of education in 1847 and later was famous as the first representative of the United States in Japan. Kelly succeeded Harris as board president and as early as 1849 urged a higher school for girls, but the matter was not pressed far enough. Five years afterward, Superintendent of Schools Samuel S. Randall made a fresh start with his proposal to use the new school building for girls, on Twelfth Street east of University Place. Though he made little headway, his idea was not forgotten. In Erastus C. Benedict's inaugural address as president of the board of education, there was a reminder that the law authorizing the Free Academy for boys "made no distinction between the sexes." Still, there was no action.

The Honorable Andrew H. Green, more famous as the early friend of Central Park, was Mr. Benedict's successor and played the same educational string until in due course he, too, was muted. Other voices, however, were being heard; in St. Louis, echoes were soon clear, but they died down, and remained so, for a score of years. In 1861, the board of education closed two of the Saturday Normal Schools which the Public School Society had set up; the one for colored teachers alone survived, perhaps in tune with the antislavery feeling of the day. Three years passed



before the board opened a normal school for women, on Saturdays, somewhat like the shortlived school of two decades before. Assistant Superintendent Henry Kiddle advised all teachers to attend—a mandatory request. First-grade certificates were issued only to members of the normal classes.

Politics upset the Randall-Kiddle normal-school venture. The hour awaited new prophets.



## CHAPTER TWO

# THE FEMALE NORMAL AND HIGH SCHOOL

---

The Honorable William Marcy Tweed, not yet fifty, large and fat, Falstaffian, was the "Big Boss" of New York in the 1860's. Nominally, a state senator, he made the metropolis his political capital. The election of 1868 turned Gotham over to the "Tweed Ring" with the Honorable A. Oakey Hall as Mayor. The "Elegant Oakey" was the best-dressed chief executive of the city until the late Mayor Walker's time, with none before quite like him. His Honor could write a touching burletta called *Humpty Dumpty*, and a play charmingly entitled *Let Me Kiss Him for His Mother*. The Honorable Peter Sweeney became city chamberlain and the Honorable Richard Connolly, comptroller; other officers were window-dressing. James Bryce described the campaign in *The American Commonwealth* as the most scandalous in the city's history, but it was not an exception in the politics of the post-Civil War period.

The new Mayor, to his credit, lost no time educationally

speaking. He appointed a new board of commissioners for the department of public instruction. He acted in response to the "mandate" that 25,000 fraudulent votes, it has been estimated, helped give him. Tweed had been an "educator" himself, and Hall had received a good schooling. The commissioners selected were able, cultivated, well-educated gentlemen and substantial citizens. The Boss kept his hands off their particular responsibility. Fairness requires that this much be said of him. The Mayor made his own choices but it does not appear what Big Bill would have said if His Honor had deviated too far from the party line.

When the new board organized, the members saw the duty that lay before them and had the courage of their convictions. Critics may say that political acumen dictated what they did. As Marcus Aurelius observed, some one must "give proper dignity . . . to every act." Be that as it may, the twelve commissioners of education—there had been twenty-one on the previous board—let their consciences be their guide. The "holy twelve" did a first-class job, and not an easy one, all things considered.

Thomas Hunter, by this time a prominent young school principal, took a philosophical view of what was happening. "The new board," he used to say, to the accompaniment of his incomparable twinkle, "partly to justify its existence, and chiefly to improve the educational system, resolved to establish a normal and high school for the education and training of women teachers . . ." The linking of education with training was not accidental. In Hunter's opinion, a city with a hundred thousand children deserved the best educated as well as the best trained teachers, and not the mere schoolmasters of his own early days.

We owe a special debt to several of these commissioners

of 1869. Richard Ludlow Larremore, their president, was thirty-nine years old, a Rutgers man and a lawyer. He became a judge of the Supreme Court and chief justice of the Court of Common Pleas. In his inaugural address, he urged it as the board's bounden duty "to give every child . . . the opportunity to become a useful and intelligent citizen." Let whoever felt so inclined, dissent. William Wood, sixty-one, was "the Bayard of the educational system," as Hunter called him. The title fitted him well, for he was *un chevalier sans peur et sans reproche*. Isaac Bell, a well-to-do middle-aged businessman at Third Avenue and Eleventh Street, was also invaluable in these first great days. On October 23, 1869, he invited his fellow-commissioners to a dinner at his own house to discuss informally the question of a normal school. George Templeton Strong, noted diarist, called Bell a high authority on politics, and he may have been. A man of his type was needed, or meetings would not have gone along so smoothly as they did. Four mayors appointed Isaac Bell a commissioner of common schools. His name was long remembered through a portrait his son gave the College. He belongs by right in the Hunter College Hall of Fame.

By sheer logic, consuming interest, and unremitting drive, Larremore, Wood, and Bell persuaded a majority of their colleagues to accept their reasoning. Wood was soon their acknowledged spokesman. He became the leader before the first year was out. Educated at Glasgow and St. Andrews, he had come to America and entered business. The panic of 1857 ruined him, but he paid his debts and was now, in 1869, a retired banker. For a time he served as a dock commissioner. He had been president of the century-old St. Andrew's Society in 1857.



Thomas Hunter could have done little without William Wood; however, Wood needed Hunter as a mentor without too much obvious guile and yet enough. Hunter had become principal of No. 35 on West Thirteenth Street east of Sixth Avenue. In 1866, he had been made the first head of the first evening high school in the city.

Commissioner Wood had a full-beard touched with white. Portly and erect, he was as energetic as a man in his thirties. When he first met Principal Hunter, there was little of mind-to-mind contact between them. In twelve years, Hunter had made No. 35 the foremost school for boys in the city; more important in a sense, he had become committed to higher education at public expense, and for girls as well as for boys. Wood had not traveled that far. The dark-haired, dark-bearded principal, of medium height and looking rather diminutive in his long, black Prince Albert, impressed the large, heavily framed Mr. Wood as cool and not the least awed in the presence of a commissioner of schools. Upon his second visit to No. 35, Wood found the air cleared. Principal Hunter had converted him to his "pedagogic extravagances." From that hour, William Wood did everything but swear true faith and allegiance to Thomas Hunter.

One of the first things that Wood did after his change of heart and mind was to rummage through the Randall-Kiddle plans for teacher training. He found among them the names of several teachers—William Belden and David B. Scott among them—whose very example, Hunter told him, was itself "normal instruction of no mean order." Scott had become a school principal by this time. Wood also discovered Henry Kiddle's plea for a normal and high school for girls. A political accident in 1868-1869 pre-

vented Kiddle from writing his name high and large in this history. It is true, however, that Wood envisaged something bigger, something grander, something more "worthy of the American metropolis than had yet been dreamed of." Hunter agreed with him but insisted that it admit colored and white girls on equal terms, even though he knew that New York was still maintaining separate elementary schools. Wood did not dissent but had his own point to make: the liberal arts must go hand in hand with professional training, and they should include the Bible as well as the Greco-Roman classics. Again, agreement, with Hunter stressing the sciences. It developed soon that Commissioner Nathaniel Sands was doing his best, unavailingly, to keep Latin out of the course of study.

Though financial clouds were lowering—Black Friday of the previous September was not forgotten—Bell drove hard, with Wood's eager assistance. They dismayed some, disheartened others. Both thought that a first-class skipper would reach a satisfactory port. At a board meeting on November 17, 1869, Bell introduced resolutions requesting funds for a Daily Normal School for Females, which should afford the city "a constant supply of trained and competent teachers." Bell was chairman of the committee on normal, evening, and colored schools. Magnus Gross and William E. Duryea were comembers. Eight were present besides President Larremore, and all were of one accord; the vote was unanimous. Since the budget for 1870 had been passed at a previous meeting, Bell was determined to prevent any slip-up. On December first, he moved the appointment of the top administrators. He also renamed the school—Female Normal and High School. Ten were present, every one voting favorably.

If Editor Sarah Hale of *Godey's* had heard of the word "female" in the title, she would surely have protested. She had been waging an "antifemale" campaign since 1855. She wrote Matthew Vassar that he should drop the hated word from his college's name for "the honor of womanhood and the Glory of God." She won. For some reason, the famous feminist and first woman columnist in America, Fanny Fern, was not interested.

It was not a foregone conclusion that Thomas Hunter, Democrat though he was, would head the new school. The first ballot stood 4 for him and 2 for Principal Scott of School No. 40. Hunter was willing to withdraw, but Scott would not hear of it. On the second ballot, Hunter squeezed through by a vote of 7, a bare majority. The election was made unanimous. Scott declined to be vice-president; thus, David B. Scott never became a Hunter College immortal. He stayed at No. 40 until he became professor of English at the College of the City of New York and numbered George S. Davis, Hunter's successor, among his students. The name Free Academy had been changed in 1866.

Thomas Hunter was born on the northeast coast of Ireland, October 19, 1831. He was of Scottish lineage. In his late teens he ran afoul of the authorities through an article he had written. His liberal principles did not set well, and everybody was happy when he sailed for New York in 1850. He never returned. At nineteen, alone and friendless, he tramped the streets looking for a job. He finally found one as a teacher of drawing in the public schools.

The late Health Commissioner Thomas Darlington used to speak of his old teacher's charm and personal fire. And personal fire, according to Sir Arthur Quiller-Couch, is the

beginning and much of the middle of the teaching art and craft. Hunter was one of the foremost teachers of his day. "Why this recall of the first fine rapture of sixty-odd years ago?" The old physician replied: He was "an artist-teacher, a disciplinarian through self-discipline." He held the confidence of parents and children alike. "Tom Hunter was a God-fearing man, a lover of the liberty of thought and action in the country of his adoption."

Hunter's unique ability as an administrator lay in his selection of capable assistants. There was nothing haphazard about it but a cool, deliberate choice based on sound principles and an uncanny insight fortified by experience. Before he assumed his new duties, the board resolved that it would be well if he visited the best normal schools in New England, New York, New Jersey, Pennsylvania, and Maryland. He took with him Principal Arthur Henry Dundon of the Jersey City school system, his friend and colleague at the New York Evening High School. Dundon had been elected Vice-President of the Female Normal and High School in Principal Scott's stead.

At the famous Oswego school, there was an outstanding teacher named Miss Isabelle Parsels. Hunter was impressed to the point of suggesting that she throw in her lot with the new normal school in New York. He had decided to recommend that the board establish a training department, or model division, at an early date. On November 2, 1870, the necessary resolution was passed. This formal action had been anticipated on July 6, for the school was then named the Normal College Training School. When it was opened in September at 17 St. Mark's Place, a short distance east of Astor Place, the name was Model Primary School; it remained so for several years.



As a rule, Thomas Hunter was not a follower; he was a leader, though not a brilliant swordsman leading a broad advance. His field was too limited for that. Besides, he had to be cautious for the new institution was on trial for a long time. Hunter had to be a fancy swordsman, deft with light flashes. His school must be like and yet unlike academies and seminaries of the past as well as the normal and high schools of the future, which were already established here and there at distant places in many of the states. There were at the time only 175 higher schools for girls; 25 in New York but none in New York City.

Hunter had a fairly free hand to mold the school as he pleased, with Wood and Bell at his side to give effect to most of what he recommended. They differed, as we shall see, only on a few details. It was early decided to keep the "dress subjects" and add "solid subjects." Book learning would be fostered but restricted to a single text in each of the fields of study. Thoroughness was the watchword. The recitation was a prime favorite everywhere. It would be also at the Female Normal and High School. Hunter had little or no use for lecturing but a good deal for object teaching. He stressed science as well as the arts; in his judgment, both ennobled the human spirit. He believed it to be his duty to make daily visits to all classes and to participate in teaching exercises as the spirit moved him. This was a way he had of becoming acquainted with the students and also of instructing the staff on how to win interest and keep it.

Since No. 35 lacked a large conference room, Hunter organized the new school—on paper, that is—in Miss Lydia Fowler Wadleigh's much-esteemed senior department at No. 47, for girls, on the south side of Twelfth Street a few



doors east of University Place. Both buildings—No. 35 and No. 47—are still standing. Miss Wadleigh's "supplementary classes," which the board had formed to help out with a teacher supply until something better was established, had become well known among all who wished their daughters to prepare for the classroom. The classes had a three-year course equal to many high schools' today.

In the meantime, Commissioner Wood had been looking around for suitable quarters for the new school. The board voted to erect a building somewhere in the city, but this might remain a dream castle for some time. Though a site on West Sixty-first Street first attracted Wood's attention, he very likely reflected that it might be too far away from the homes of most of the girls who would be eager to attend. Finally, an upper floor and a half of a business building was selected at 694 Broadway, at the corner of Fourth Street. It was leased from the owner, Henry Mason, a citizen of worth as of wealth. The rental was set at \$5,000 a year with option of renewal at \$6,000 after eighteen months. The lease was signed and authorized on December 1, 1869. An additional \$5,000 was appropriated for redecorating and altering the premises. Eight classrooms were provided for, with eight more when sliding doors and curtains were pushed back. "On the floor above was an armory," Dr. Hunter tells us; "on the floor below was a store for the sale of carriages. . . ."

Although Hunter did not think much of the location, the neighborhood was not an arid desert for this new cultural oasis—the Female Normal and High School. It is true that older dwellings had disappeared and business had taken over; the lower floors of some houses had become stores.

To the southwest stretched Greenwich village, still sylvan and rural. Northward were Daniels' and A. T. Stewart's department stores, one on the west side, the other—later Wanamaker's—on the east, a few blocks above the school. The famous Hotel St. Denis, not far away on Broadway, catered to celebrities, some of whom Hunter would invite to address the "young ladies" at assembly periods. Streets east and west differed from one another. To the east it was largely commercial; to the west it was still more or less residential. The Astor Place Opera House had been torn down in the 1850's, and Vauxhall Gardens, a fashionable resort in its day, had closed its doors at Eighth Street and Lafayette. Cooper Institute had come to Astor Place and was already famous for the Lincoln-Douglas debates in its Great Hall. At Tenth Street rose the towering steeple of Grace Church, a James Renwick masterpiece, while eastward stood venerable St. Mark's, its God's Acre sheltering the dust of illustrious dead.

On St. Valentine's Day, February 14, 1870, President Larremore, tall and handsome, presided at the opening exercises of the Female Normal and High School. A distinguished gathering was present to listen to his address and Hunter's brief remarks. The teacher-pupils, as the students were officially called, marched in, two by two, all dressed in matronly fashion, with high-buttoned shoes and skirts ankle-length or longer. The applause grew in volume but never out of bounds. Many of the girls were Miss Wadleigh's brightest. Only a few had come by Third Avenue horsecars or Eighth Street stages. The pupils were urban in looks, the greater number American-born. Most of them represented the middle class of cosmopolitan New York. Parents and friends beamed their delight.

After the exercises, the teacher-pupils marched sedately out to their classrooms. They had been tested and classified with the generous help of Principal Scott. There were several groups: brightest, passable, poorest. Number 47 had sent some 300 out of the 1,000 registered. All had passed at 75 or better. The teachers wrote down names and addresses, ages, and parents' names. Later, Mrs. Sarah Hall's staff transferred the records to overheavy ledgers ruled in columns. The handwriting of that typewriterless age elicits respect. Such was the beginning of the registrar's office of Hunter College. It was worthy for its day. A detention room was provided for latecomers. The President tried to encourage punctuality by reading pertinent data at assemblies. He was fond of reminding the "young ladies" of how they looked as they ran madly to be on time.

All was going smoothly on this opening day, but not so smoothly as President Hunter had expected. There were only 800 seats; many students had to attend part time. He was a perfectionist for order; he disliked anything bordering on confusion. Instead of being outwardly embarrassed, however, he tried to say that perhaps the seating shortage would hurry the board to provide the promised new building. The roundish cobblestones on Broadway increased the noise of stagecoach and horsecar. The President should have borrowed Grace Church's iron chain which was stretched across Broadway during services to block off traffic. Quaint days, those 1870's in old New York! There was no Borough President George McAneny to lay well-dressed, close-jointed Belgian stones. It was two score years before asphalt deadened the sound of iron shoes of horses and iron tires of truck and wagon. According to Dr. Hunter, there were offensive odors from a near-by restaurant and a

"horsey smell" from the carriages on the floor below—the latter rather imaginary, it may seem. All things considered, however, it was not too bad. The tang of late winter was in the air; expectancy a-tiptoe. The janitor, Mr. John Mead (or was it Nead?), did his best with his wife's efficient help. Both names appear in the records.

The port of call had been reached, but not the end of the voyage. There would never be an end to the voyage of "Good Ship Alma Mater." The young ladies did not complain, whatever they may have confided to each other at lunchtime. They were not much more than children: all were required to be fourteen or over, but a few were not. The President had to wink at some things now and then. Politician? Trimmer? Some said so. He was doubtless a little of both, or the school might have foundered with the first gale. His eye was single to one aim—survival. It was not long before, that Chancellor James Kent had opposed public education for the masses, as they were called. It would "only enlarge their capacity for mischief!" Hunter knew that popular support was imperative. The "shoddy aristocracy" opposing him—it was not quite fair to be so harsh—stirred his very depths. One afternoon he strolled along Fourth Street to the East River to end it all. Better that "than to struggle and suffer any longer." Some One, he believed, held him back. He never forgot that dread experience.

Miss Wadleigh resigned her principalship to be lady superintendent. A better could not have been found. Born somewhat under fifty years before, she had graduated in 1841 from the Academical and Theological Institution of New Hampton. The native Granite Hills of New Hampshire reflected her character. Her school record was so high



that her diploma styled her "Lady and scholar"—akin to *summa cum laude*. With keen eye and sprightly step she strode the hallways as one having authority. A born disciplinarian, well disciplined herself, she had a forthright ability, with charm and a bewitching air of triumph, which appealed to youth in 1870. "You toed the line and liked it," said one. "She put into her girls her own sense of honor," wrote the late Katherine D. Blake, school principal and civic worker of note.

Thomas Hunter conducted himself as *pater familias*. He enjoyed a dizzying array of titles: President and professor of intellectual philosophy and the theory and practice of teaching. But titles did not make him heady; he had too great a sense of humor. He held them in fee simple, so to speak, for the good of the school to which he consecrated his life. With him, all the way, went Vice-President Dundon who was also professor of the English language and Latin. The board, probably to placate Commissioner Sands, required Latin "with a view to elucidate the derivation and construction of the English language." Greek was not a scheduled study until the late 1880's. Dundon was a classically educated schoolman, with just the temperament to get along with the President. He was affable, sufficiently humble, and always deferential. A large-framed man—250 pounds of jovial human nature—he had a ready, native Irish wit, a broad smile, and a bit of fun for any occasion. It was Dundon who devised the College motto: *Mihi cura futuri*. When he resigned the vice-presidency within a few years, the office remained vacant.

The first faculty, appointed in 1869, included only two professors, Joseph Anthony Gillet and Charles Albert Schlegel, besides the President and Vice-President. Asso-

ciated with them were Miss Wadleigh and two tutors, George Mangold (musical notation and singing) and Miss Charlotte V. Hutchings (vocalization and chorus). The President had Miss Sarah E. Heybeck as an assistant; the Vice-President had Miss Mary J. O'Leary and Miss Helen G. Morgan as his; Professor Gillet, Miss Eliza Woods and Miss Mary A. Matthews; Professor Schlegel, Miss Adele Bassie.

The year 1870 brought changes and additions to faculty and staff. Philip M. W. Redfield became professor of natural science; Miss Heybeck, secretary and librarian; Miss Woods and Miss Matthews, tutors in mathematics; Miss Bassie, tutor in French; Miss Morgan, tutor in the English language; Mr. Mangold, tutor in music; and Miss Hutchings, musical directress. Miss O'Leary seems to have left the service, probably to get married. Fourteen new tutors were appointed, and the curriculum broadened to include history, drawing, bookkeeping, and writing. Mathematics was much strengthened—it has always been strong and well taught at the College; modern languages and science, likewise. What Miss Heybeck did as librarian presents something of a puzzle. There must have been very few books except Mr. Bell's and Mr. Wood's gifts and the textbooks used in class. For years, little was done to establish a real library, and then it was the alumnae who activated any persistent interest. The Model Primary School had a staff of six: Miss Martha L. Doake, Principal, and these teachers: the Misses Frances O. Edge, Jane W. McElhinney, Ella C. Day, Emma M. Requa, and Emily Ida Conant. In the years that followed, Miss Requa became a highly esteemed professor of mathematics; Miss Conant, a kindergartner of

widely merited repute, and the first American woman to study at the Stöjdskola, Maes, Sweden.

A brief word or two on Professors Gillet, Schlegel, and Redfield is in order. Theirs was largely the task, with Professor Dundon, of setting the scholarly mold. They taught their subjects, as it is said today, professionally, that is, from the standpoint of learning rather than that of erudite niceties. They were interested in depth but also in breadth.

Joseph Anthony Gillet was professor of mathematics and physics, to cite the order of the subjects as they were first printed. Born in upstate New York of a farming family, he was Harvard-bred, class of 1853. He was only thirty when he came to Normal. His chair was really a settee—algebra, geometry, natural philosophy (physics), astronomy, and chemistry. Young as he was, he was well known for a series of physics texts of which he was coauthor with Dr. William J. Rolfe, a former colleague, who is more familiar to us as an editor of Shakespeare.

Professor Gillet, like Dundon, was an admirable teammate for Thomas Hunter. They agreed on certain pedagogical questions. Neither had any use for lecturing; both thought it "pernicious"—it only led to "cramming, indolence, and mere show." Gillet was more thorough than brilliant, less dynamic than the President. Though he could make a fair speech, he knew discretion to be the better part of valor and let Dr. Hunter do the talking. He conducted all his experiments himself, for fear, as he said, that some young lady might hurt herself. He lived near by and was generally first at school. The light in his laboratory was frequently burning after midnight. When his department grew he met his staff at what we would call seminars for

advanced instruction. There were no university courses for women in the 1870's. If a visitor can look past his long, straggly beard (as the artist portrayed it on canvas now in Gillet Hall, the Bronx), he will see a benign countenance, a calm graciousness which we associate with gentlemen of the old school. Generations of his students, with a few exceptions toward the end of his career, have recalled him as an excellent teacher, universally revered for his ideals.

Professor Charles Albert Schlegel headed the department of German and French—French with a German accent. A Heidelberg man, he was justly proud of his kin, the scholarly Schlegel brothers. The professor had fled the wrath of 1848. Of striking mien and impressive build, he had hair and beard a flaming red. If you could "swallow his assignments," recalls one of his students of the early 1880's, "you enjoyed his class." He abhorred slipshod work and never suffered lack of preparation to get by him.

Professor Philip M. W. Redfield was the only member of the faculty, apparently, who ever openly took issue with the President. He objected to Hunter's doing everything himself and calling faculty meetings but seldom. When Mr. Wood tried to patch things up, the President was obdurate. Redfield resigned, and Mr. Bell supported him, but Wood intervened and got him to withdraw his resignation. He then took leave after leave; he was probably not a well man. When he died in late 1873, he left on the College scarcely a trace of his life or effort. And yet, despite their differences, the President called him scholarly, eloquent, popular—and tactful. It is a pity we know no more of him. He would have been happier when college administration shifted gears.

Perhaps it is well to consider here for a moment Professor



Redfield's successor, for, though not one of the "originals," Edward C. H. Day had been close to Redfield as an assistant. There was no other professorial appointment between 1870 and 1874, when Day took over. English-born, Professor Day was thoroughly educated for the post he assumed. He was also a good teacher. He used to take his classes on exploratory trips to the "wild and fearsome" waste that was Central Park in the early 1870's. Shy and reserved, he had a twinkle in his eye on occasion, but "old grads" would take an oath on the chapel Bible that he could not out-twinkle their "dear old Dr. Hunter."

The major difficulty of the first year or so arose from the President's competitive examinations for both staff and students. Civil service reform was in the air because of the Report that Thomas A. Jenckes had rendered to Congress on the desirability of some form of merit system. Hunter appears to have been impressed. He was thus a generation ahead of Superintendent Maxwell's board of examiners for the testing and certification of teachers.

There was particular criticism of written tests for the admission of students. Teachers eyed it as a supervisory measure, which it was, in a sense. Principals disliked it as infringing upon their appointive prerogative. Superintendents wondered when everything else would be in the hands of the President of Normal College. Parents preferred the "good old days" when all a body had to do was to drop in at a ward trustee's office and come out reassured that Daughter would have a job next week, and without any fuss about it.

With three daughters and a son of his own, President Hunter believed that youth would not object to a little honest competition. "Why," he remarked with a smile,

"there's nothing to worry about." A second test would be given to any girl who failed through nervousness. "In fact," he chuckled, "the first tests did everybody credit—teachers and students alike."

Within a few months of St. Valentine's Day, 1870, William Wood slipped up to Albany. He came back with a new name for the Female Normal and High School. Henceforth it would be the Normal College of the City of New York. (Had Mr. Wood heard of Mrs. Hale?) A "rider" had been attached to the bill of April 26, which authorized a permanent site for the school. The name, Hunter mused, was "a misnomer, since the school granted no degrees" and the work was chiefly pedagogic. No harm, though! The gesture might even "impel every one to work hard to deserve it."

It was the President's hope to lengthen the course to three years. On paper, his program called for six terms, a half-year each, with twenty-two weeks to the term, or semester, as greater sophistication knows it nowadays. The years were styled introductory—hence, the "Ducks"—as well as sophomore and senior. The first two years were academic; the third, pedagogic or professional. The order is of significance, for Hunter always stressed the academic before the technical. He was strong for the history of his adopted country, and for geography and arithmetic. Practice teaching was planned for the last term after five months of theory. "Instead of merely obtaining vague ideas of the laws of nature by studying books," he liked to say, "or by being talked at by teachers, the students see and handle the things themselves, and acquire accurate knowledge which will be available in the future." Thus he explained his

views on object teaching. He did not stop for a visitor's approval; he assumed that he was right.

On one thing Hunter parted company with his friends, Wood and Bell. It may have been they who brought a librarian into the picture, for they believed in a library and gave generously toward a small collection of books. Commissioner James W. Gerard, father of the late ambassador, was of the same mind. Hunter did not make an issue of it. He never had the scholar's overweening love for books, and, more to the point, he was heart and soul for intensive study of a single text. "Reading maketh a full man," according to Francis Bacon. A raffish dissenter—maybe Thomas Hunter—might add: "But fullness can bring on a fit of indigestion." In a colloquy some years ago, one Normal graduate remarked that "it was not right to say there were no books outside of texts" in her day. There were. They were kept in those glass cases. To which came the frosty reply: "Yes, *kept* there!"

Another interest which Hunter did not share with his commissioner friends was what we now call extra-curricular activities. All work and no play made Jack a dull boy—and his sister pretty dull, too. Thomas Hunter was an indefatigable worker and liked others to be the same. Attendance at a baseball game with his secretary, Ernest C. Hunt, was about all the President allowed himself in the way of change, except the half-mile walk from the house to which he removed, on East Eightieth Street. Clubs for students did not loom large on his horizon. Recreation should be had at home. He would not make any to-do about the matter, however. He gave his consent when the girls wished to form the Philomathean and Alpha Beta

Gamma literary societies in the early 1870's. He thought they would improve their minds through discussion. His recognition of athletics was tardy, but in his day vigorous exercise for adolescent girls was not favored, and for teachers-to-be it was not considered dignified. "The public demand on girls was severe," wrote Dr. James M. Taylor, Vassar's president, "and the avoidance of criticism very necessary."

The question of nonresidents as students was also troublesome. Should they be admitted on equal terms with the native born? Hunter thought so and let about thirty in before objection stayed him and became so strong that Corporation Counsel A. J. Vanderpoel was asked for an opinion. Since nonresident boys had been denied admission to the Free Academy in accordance with the state law of 1851, the rule must apply to girls also, but all whom Hunter had admitted should not be dismissed. The issue was thus closed with face saving all around.

On balance, the President believed that this first year had been a success. The *esprit de corps* was wonderful. The girls were docile and obedient, reported the President. A year later he observed, "The Normal College is justly satisfied. . . ." With the help of Divine Providence he hoped "to build up an institution which will be a credit to the city that supports it."





## CHAPTER THREE

# THE NORMAL COLLEGE OF THE CITY OF NEW YORK

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Commissioner Wood kept pressing for a new building, as did Mr. Bell, also. The state law of April 26, 1870, authorized the sinking fund of the city to put a sufficient sum at the disposal of the board of education. Money was getting scarcer; economy must be the sensible approach. Wood and Bell, and Hunter too, went site-finding and found Reservoir Square, north of Fortieth Street and city-owned. These were the requirements stipulated. Convenience and the anticipated growth of the city made the Square seem ideal. The Croton Aqueduct occupied the Fifth Avenue side between Fortieth and Forty-second Streets. West, where Bryant Park is today, lay the forlorn site of the Crystal Palace, a sort of World's Fair, which had gone up in smoke in the 1850's.

But the site seekers reckoned without their host, the Mayor, who lived across Forty-second Street, a fashionable neighborhood. His Honor objected. Prudence suggested

that they give up thinking of Reservoir Square. About a mile north stretched common lands—in particular, Dove Lots and Hamilton Square. The Lots took their name from a tavern on the old Boston Post Road, then, as now, Third Avenue; the Square, from the statesman of the early Republic. Phelps's *Strangers and Citizens' Guide to New York City* for 1858 describes the Square as "a piece of rolling ground between Third and Fifth Avenues and Sixty-eighth and Sixty-ninth Streets . . . not yet . . . laid out and planted. . . ." Not many east-west streets had been cut through. Lexington Avenue was little more than a country road.

German Yorkville lay to the northeast, but immediately roundabout was "Shanty Town." The German Hospital, now Lenox Hill, was on East Seventy-seventh Street. The foundation of a Washington monument had been dedicated in 1847 near a high southern slope of land, at approximately the present Sixty-third Street. Calvin Pollard, distinguished architect, had planned the ornate structure, but popular enthusiasm cooled, and he never finished it. There is not a trace of it today. Northwest was Lenox Farm, country estate of the Scottish immigrant, Robert Lenox, father of the philanthropist, James Lenox. The son was one of the three founders of the New York Public Library. His own beautiful library at Seventieth Street and Fifth Avenue was long a neighbor of the Normal College. Thomas Hunter knew the whole vicinity very well, for he lived on East Sixty-fifth Street at this time.

The entire Hamilton Square, Wood learned, was assessed at \$100,000. Three-score years and the acre-and-a-half between Sixty-eighth and Sixty-ninth Streets would be valued at \$7,000,000. The land had an interesting history.

The Dongan Charter of 1686 confirmed to New York the British crown rights "to all waste, vacant, unpatented and unappropriated lands" in the city—that is, Manhattan Island. The royal rights were again confirmed by the Montgomerie Charter of 1730 and ratified by the Colonial Assembly. In 1777 the new state constitution gripped them once more to the municipality. The Dove Lots were part of these common lands, as has been explained. At one time they were a private park, but they became public on March 30, 1807. The original limits were extended later that year to the Middle Road, which is now Fifth Avenue, and still later to the Albany Post Road—what would now be the Avenue of the Americas if it continued north of Fifty-ninth Street through Central Park.

One unusual article in the 1807 ordinance of the common council reserved "the rear of Hamilton Square" for a church and, more important for the Hunter College story, for an academy. Two years thereafter, St. James' Church, a white, wooden, spired structure, was erected on the southwest corner of Sixty-ninth Street and the present Lexington Avenue, which was named to commemorate the skirmish on Lexington Green in 1775. When protests were raised against private use of the Square, the city council listened but delayed action until 1837 when the remaining acres were rented out as pasture. Hamilton Square was not graded before 1865; shortly after, it was turned into a parade ground for the First Division of the New York State National Guard. The Seventh Regiment Armory, a very near neighbor, and a good one, was erected by private funds in the late 1870's but was required to pay the city a dollar a year for the use of the land. Quaintly enough, the dollar is still being paid.

Wood reported favorably on Hamilton Square and action followed on May 20, 1870, but only after the strongest opposition and high-powered countering. The sum of \$1,200 was voted for the best design for the new building. Mr. C. Arthur Totten won the award, but neither his plans nor any others pleased a majority of the board. Delay followed delay. The President was asked to draw a design of his own. Meantime, critics were very busy. The Square, it was argued, was too far uptown. This was the principal public objection. Students could never reach it on time, some said; and in 1870 punctuality was runner-up to self-preservation as a first law of life. The answer to the objectors was at hand, however. Horsecars ran on near-by avenues. It took less than an hour, and cost only a nickel, to go from City Hall to Sixty-eighth Street. The new Third Avenue "L"—soon now to be no more—had a station at Sixty-seventh Street; here, too, the fare was also only 5 cents. In plain view below the street level of Fourth Avenue were the New York and Harlem Railroad tracks, with "kissing bridges" at Fifty-second and Seventy-seventh Streets, and a station at Ninety-first. The "bridges" had vanished long before coeducation came to Sixty-eighth Street. For half a mile or so above the present Grand Central Building, the Avenue was really a slum area for the most part; at points, a smelly back yard to stately upper Fifth Avenue.

Short shrift was made of criticism. Hunter hurried his plan to completion. The site must be occupied before enthusiasm cooled, for Mr. Bell had all he could do to round up a majority of the board.

The Hunter sketch called for a cruciform structure of red brick on the half block between Sixty-eighth and Sixty-



ninth Streets, on the east side of Fourth Avenue. Wings or arms—transepts if you will—would flank a central tower over 140 feet above the west end. The far-famed view from the Italian brick and brownstone carbarns, soon to be ready on Third Avenue a quarter of a mile to the south, must be nothing to compare with the grand sweep atop the Normal tower. Bigness made its point in the 1870's even as today. Wood liked the President's brain child and pushed for its adoption, but he tactfully suggested that architect David I. Stagg go over it and give it a professional touch. The main features, however, should be retained. The consummate charm of Wood's relations with Hunter intrigues and rewards any one who takes the trouble to delve into the old records.

Meantime, it was business as usual. The first commencement was held in the Academy of Music, the most popular auditorium in the city, on Irving Place at Fourteenth Street. Rebuilt in 1868, it had a very new look. Since college commencements were generally held in the summer-time, Normal could not have selected a better evening than July 12. Everybody thought it a festive occasion. The Academy was decked out in its gayest for "the brightest and best"—ninety-seven of them. They had completed five months of professional training to teach in the city's elementary schools, the only public schools of the time. Five superior graduates were appointed to the staff of the Model Primary School.

The student body marched down the Academy aisle amid an admiring throng. There was but one unhappy note: William Wood would not be there to distribute the certificates. But the board's new president, the Honorable Bernard Smythe, to the joy of every one, did a handsome

thing. He asked Mr. Wood to do the honors and say a few words besides.

When President Smythe arose to preside, his fellow members, all in long, formal Prince Alberts like himself, a young reporter thought he was "in a little oasis of black coats." With a felicitous word or two, Mr. Smythe welcomed the audience and expressed the board's gratification over the rapid progress of the College in so short a time. He took no personal credit. The teachers and students deserved all the praise. A thousand young voices sang "Gloria Patri" in response.

The salutatory pleased the *New York Tribune* reporter. It was couched in simple English—not the customary Latin. All, not merely the "favored few . . . could understand what she said." There were other dissertations: one on "The Power of Ridicule," another on "Words." Several students read essays and sang well-favored songs, among them the charmingly entitled "Nothing Else to Do."

When His Honor the Mayor was introduced he began at once with a sample of his famous wisecracks—witticisms, they were called in 1870. He assured everybody that the *board* must be present for the members would be *bored* as long as the Mayor was on his feet. Where, he queried, glancing down at the bright young faces, where could any one find such footlights? "I warrant there was never such a chorus on the stage before . . .," he rhapsodied. "Never before . . . such an absence of theatrical flats. . . ." As for himself: A "mere imp in a pantomime!" But be of good cheer; imps, like clowns, always disappear through the trap door whence they came.

Other recitals followed the Mayor's drollery. Then, the climax—the valedictory, with the usual thanks and regrets

over leaving "dear old Alma Mater." Governor John A. Hoffman had been invited, according to custom, but he could not absent himself from Albany for so long a time. Nobody seemed to mind. The evening was the girls'—all agreed on that. After the "Echo Song" came Commissioner Wood's brief remarks—just a statistical summary of the growth of the Normal College. Amid rounds of applause, he proceeded to give out the certificates to one after another of the graduates as they stepped up before him with a delightful curtsy and swished past to the steps at the farther side of the broad platform.

The first Kelly Medals—one silver, one bronze—were awarded for the best essays on methods of teaching. They are still awarded, commencement after commencement, a memorial to a generous early friend and school inspector, James Kelly, who served his day and generation well. The exercises closed with "Doxology" at "a late hour," as the newspapers faithfully reported.

An appropriation of \$150,000 enabled the board to break ground at Sixty-eighth Street in the spring of 1871. Before the cornerstone was set on March 19, the following year, an additional sum of \$200,000 had been made available. But uncertainty filled the months ahead. Mayor Hall went out of office, and with him the board of education. His successor, the Honorable Theodore A. Havemeyer, whom the electorate had recently given a third term in City Hall, revived the former twenty-one-member board, but omitted William Wood's name from his list of appointments. Authority over the schools was soon decentralized. The ward trustees were again in control. Worse, some of the new appointees still supported the Saturday Normal School, which, by the way, continued until 1880. Hunter and

Wood were perturbed, especially when the opposition to their College took a fresh line of attack: Building operations must be suspended! Normal College, it was planned, would be merged with the College of the City of New York. The scheme stalled, however, when some one found out that the legislature must give its consent, and the session was too far advanced to put through an enabling act. Fortunately, William Wood had been reappointed. With his usual vigor he attacked the attackers. His decisive action prevented this history from being a tale never told.

President Hunter also played his part. He remained in the city through all this summer of 1871. Hardly a day but saw him walking up Broadway and Fourth Avenue to check how things were going, and then, tired but hopeful, turning toward home a few blocks away. He had to accept changes in his sketch. The proportions were altered. Octagonal turrets were added to suit this commissioner, buttresses to please that one. As often happens, some of the suggestions did not materialize. Most annoying was the recommendation that a flight of steps of Dorchester stone lead to the tower door. This survived, and it is well that it did, for that flight of steps helped give aesthetic distinction to Old Normal, if not physical pleasure to visitors. The steps elevated the eye to the graceful tower of Philadelphia pressed brick, trimmed with Quincy granite. The tall, iron railing was a later detail.

On September 1, 1873, Normal College students marched into their new building, not yet finished. The gymnasium and upper floors were added not long afterward. The late Helen Gray Cone recalled the day and hour all the years of her long life. She was a miss of fourteen when she first saw the imposing structure. "Goats roamed



around the barren neighborhood . . . ,” she used to reminisce. “There were vacant lots from Fifth to Third Avenues, with . . . only one real house [Lenox homestead, no doubt] in the near vicinity, and the only sidewalk, that around the College building. But to the girls of 1873 our . . . building was . . . spacious and magnificent. . . .” St. James’ Church was the one public edifice in sight.

President Hunter tried to imbue the young ladies with a proper pride in their new academic surroundings. In a real sense it was theirs, he insisted. He had stars painted on the ceiling of the ground floor so that, to use his own quaint phrasing, “the students . . . should ‘look up and not down’ ”—words he took directly from McGuffey’s Readers or his Spencerian penmanship copybook. He suggested that the desks be covered—with dark green on the sunny south side, red on the cooler north. A drying room for rainy days was provided—one of those little things that endeared his name lastingly.

October 29, 1873, was a high day but one of sinister memory also. As preparations for the dedication went forward, the ugly shadow of opposition crept slowly uptown. The College had a divided press, reflecting a divided public opinion. The *New York Herald* dismissed the ceremonies with a curt notice. They were hardly more than so much speechmaking. On other pages were spread the lurid details of the unsavory Edward Stokes trial for the murder of the playboy, Jim Fisk, who had helped corner the gold market and thus cause the notorious panic of 1869. *The New York Times* did better by the College but in a painfully factual way.

When the exercises began at nine o’clock in the morning, the chapel platform was filled with notables. The

chapel itself, galleries and all, was crowded with humbler but tense well-wishers. Word came that the aging Governor Dix could not attend but, again, nobody worried. Some may have hoped to see the patriotic former member of President Buchanan's Cabinet, who had issued the order: "If any man attempts to haul down the American flag, shoot him on the spot!"

After the Bible reading, sweet voices echoed in song through the corridors. The Mayor delivered the address of the day. He was not at all depressed by "the wild and barren" surroundings; rather pleased, in fact, for the city's \$6,000 had been well spent. "There are those present," he prophesied, "who will live until millions of persons dwell within a circle of less than fifteen miles from this spot. . . ." He then made a moving plea that teachers have a larger care and concern for the underprivileged boys and girls of the city—of whom there were a great many—for the dull and the bad, the indifferent pupil as well as the good and the bright. Out of unlikely clay much of value may be fashioned.

The Associate Alumnae president, youthful Miss Emily Ida Conant, assured the audience that the girls' grand-mamas would rejoice to see that day. Maybe—who could tell?—this happy event was the answer to the "silent, life-long prayers of earnest women who had felt the sting of ignorance!" As Miss Conant spoke, the great hall of Cooper Institute was still vibrant with Susan B. Anthony's pleading before the Women's Rights Association, that women be accorded their just rights as citizens and no longer classed with idiots.

Superintendent Kiddle took a side swipe toward his successors in the preparation of teachers. Only lack of funds

had defeated his Normal School. Who started this Normal College? Ask Henry Kiddle. He praised the "experienced corps of instructors long skilled in their profession." He omitted mention of Miss Wadleigh and Thomas Hunter, whom he felt that he had "brought up" since he had supervised them as school principals.

Later in the exercises, the President quietly observed that "fruit will not ripen before its time." No one person could take all the credit for the Normal College. Higher education of women was now an accomplished fact. That was the only thing that mattered. As he philosophized, his enemies were laying plans to wipe "the accomplished fact"—"the only thing that mattered"—from the academic map. "Young ladies," he went on solemnly, ". . . the great responsibility for the success of this institution mainly devolves upon you; it rests with you whether the city will be amply repaid for the immense sums of money expended. . . ."

Judge Curtis presented a handsome compliment to "the dear young things." The College, he explained, was "a nursery of the best and most cultivated intellects of the young in our midst. Let the relation of man to his Maker, his God and his Judge, be ever inculcated and magnified among us." At the moment, newsboys were spreading the latest stench from the Tweed Ring's Augean stables.

Commissioner James Farr "dipped into the future." The Normal College would eventually accommodate from 1,500 to 1,600 students; the Model Primary School, some 800 boys and girls. Since there were 2,300 teachers in the city's schools, and several hundred married and left each year, the prospect for Normal graduates seemed bright.

After an "intelligent and winning" rendition of the scene

in *The Merchant of Venice*, where Nerissa puts Portia's suitors through an aptitude test, President William H. Neilson declared the building duly dedicated. The "Doxology" sung, the students marched out to sprightly piano music.

Dr. Hunter had mentioned the immense sums expended. The initial outlay of \$350,000 had rounded to a full million. Architect Stagg had done a good job. Even though Mr. Lewis Mumford has called the "pinchbeck Gothic" structure perhaps the ugliest building on Park Avenue, countless tongues have bespoken cherished memories. Only a little while ago an alumna nearing ninety wrote me about the old structure. The "loveliest wistaria you ever saw was on its walls."

The broad ground floor became a calistheneum for physical training exercises and arm-in-arm promenading at noontime. The chapel, plain but comfortable, seated 2,000. An observatory rose above the southeast corner of the building, but it never had a telescope. The school closed every day at two! There was no library worth the name—only storage room for textbooks. There was no lunchroom; girls munched home-brought sandwiches or purchased cookies and other tidbits from the obliging janitor. There were no lounges; study, not lounging, was the order of the day. Still, appreciation beamed on eager faces, and enjoyment was general.

There was no lack of good neighbors. In Sixty-eighth Street were the Baptist Home for the Aged and the New York Foundling Hospital; on Lexington Avenue at Sixty-sixth Street, the second edifice of the Church of St. Vincent Ferrer. On the block north was Mt. Sinai Hospital. South of the College, on Fourth Avenue, stood the Hahne-





*Courtesy of Hunter College Library*

Thomas Hunter



*Courtesy of the New-York Historical Society*

The Normal College of the City of New York—1885

mann Hospital, and farther south on Fifth Avenue the Arsenal, home of the American Museum of Natural History, which was only four years old. The Seventh Regiment, as stated, did not erect its armory till the late 1870's; the Congregation Zichron Ephraim did not build its synagogue till the early 1890's.

## THE GOOD SHIP ALMA MATER

### Commencement Song

The good ship Alma Mater rides at anchor in the bay  
With all her colors flying in the summer wind today;  
For years she stoutly bore us, but now the ocean's past,  
And in the hoped-for haven she has landed us at last.

O good ship Alma Mater, we bid farewell to thee,  
Stand bravely in the harbors, ride queenlike on the sea;  
May never storm come nigh thee, may never tempest make  
Thy mighty masts to quiver, thine oaken sides to shake.

O you who sailed before us in the good ship long ago,  
We followed where you led us, stars above and sea below;  
You led us like a beacon that lit the seething foam,  
You led us like the glitter of a star that pointed home.

O you who shall come after, we give you all God-speed;  
Stand by the Alma Mater and serve her at her need,  
Till you, too, pass the billows that hold you from the  
shore,  
Till you, too, ride at anchor, and plough the waves no  
more.


O good ship Alma Mater, a long farewell at last,  
We're hopeful for the future, we're grateful for the past,  
Sail on through sunny waters; with more than lips can tell  
Of sorrow at our parting, we speak the last farewell.

—Helen Gray Cone,

Class of '76

Music by Professor George Mangold





## CHAPTER FOUR

# HOUSEHOLD OF PEDAGOGIC FAITH

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The panic of 1873 hit the College as it did everywhere else. Parental purse strings had to be tightened. Many a girl looked for a job which was not easy to find. Financial stringency continued for years. And yet, progress was made at Normal. In 1875, city teachers with less than two years' experience were required to attend Saturday morning classes at the College. This was the professional reason, but there may have been another. Since the board of education controlled both College and schools, such attendance would bolster the total registration—a consummation devoutly to be wished in depression times.

As the money situation eased, admission standards were raised; the course of study was extended to four years. Two courses emerged: one, a normal course for girls intending to teach; the other, an academic course for all who wanted a general education, regardless of teaching. A mild form of snobbish rash broke out here and there. Academics felt much superior. Even today, to some, the ark of the

liberal arts seems safer without pedagogic barnacles. Of course, nearly all of the universities and not a few of the larger colleges for women have departments of education, with no perceptible injury to higher education. Indeed, very real financial helpfulness is found in extension and summer sessions. Teachers all but swarm over the campus to increase their professional skill.

In 1873, Miss Isabelle Parsels succeeded Miss Doake as head of the Model Primary School. Dr. Hunter described her as a woman of "culture, broadmindedness, keenness of intellect and penetrating insight into things social and educationally vital." She went the whole way with the President in pedagogic principles, but she had a mind of her own in their application. The College purpose, she believed, was much the same as Wellesley's as declared in an early prospectus: "To give peculiar advantages to students of limited means who intend to prepare themselves to be teachers." Miss Parsels agreed with Miss Beecher that education should concern itself with vocational usefulness as well as with spiritual and intellectual growth. Miss Isabelle Parsels added more than a cubit to the stature of Normal College. Her name is vividly recalled by an architect friend of mine, an octogenarian, who was a pupil in the Model School three-quarters of a century ago.

This able woman, Miss Parsels, did a constructive piece of work as principal of the early practice school of Normal, a post she held for many years. "Primary" was soon dropped from the title after she came to Lexington Avenue and Sixty-eighth Street, where the school was presently housed in a new, red-brick building, three stories high, which stood for almost forty years. She gave the course of study a wider scope than was common at the time, in

keeping with the dignity of the College work with which it was intimately associated.

Miss Parsels was a born leader, a regal person. Intelligence, industry, character, and vision drove her hard. Studies she viewed not merely as tools but as instruments of culture. She vitalized English teaching through dramatics and assembly programs. She saw drawing as art, arithmetic as something more than "doing sums." Above all, she gathered about her a corps of gifted teachers. The poet, Miss Mary C. Low, to name but one, was among the best elementary teachers of literature that I have seen, and she was then nearing the end of her career. The Model School staff merited the title of professionals. Nearly all twenty-nine of them were as dynamic as Miss Parsels herself. The school became justly famous, in New York and far beyond it. Its standards of zealous attainment have lasted to this day, with lapses of course now and then as with all institutions.

Dr. Hunter believed in student self-discipline but he held tongue in cheek at the thought of student self-government. He was not alone in this. Dr. Charles W. Eliot, plain Mr. Eliot as he preferred to be called, was of the same mind. He became President of Harvard the year Hunter was named head of the Female Normal and High School. But it would be a mistake to say that student life during the "Hunter reign" was a static, sorry spectacle of enervating "grind." The girls at Normal did not have to eat only the crumbs that fell from the master's table. Nor were they woebegone females. "I went to the Normal College from an excellent grammar school," wrote a graduate of the 1880's, "but at once I felt a difference . . . I was entering upon a brighter, freer life . . . ; to a considerable extent

the students were expected to initiate the procedure of proper living. . . . The days were full of adventure; there were so many things to learn, so many things to do. . . ." The amber glasses may have been pretty thick; but the golden age was still aglow.

As far back as 1840, the Georgia Female College decided to rely upon "mutual confidence and affection" in student relations. Bryn Mawr, founded in 1880, gave rules and regulations a modern ring without letting student self-government get too firmly rooted for a score of years. At Vassar, the 1865 "Prospectus" and the 1867 "Students' Manual" were most explicit. Even a decade and a half later, students had to spend twenty minutes a day in "quiet retirement and privacy" and must show "plainness and simplicity of attire." They were cautioned to leave the classroom "with decorum and in silence." Free conversation, permitted at mealtime, must be subdued for "the common comfort." Physical exercise consisted of "a few swings on cross framework." No student might be interviewed except in the superintendent's office and then only by written consent of her parents. President James M. Taylor did not think the rules infringed on personal liberty. Nor would President Hunter.

The Vassar girl's day, on her dormitory campus, began at six in the morning and ended at ten in the evening. The Hunter girl's, at her sidewalk college, started with chapel at nine and saw her put a strap round her homework books at two. Dr. Hunter, by the way, enjoyed chapel; it gave him "a certain dignity and power," as he phrased it. Chapel was also an opportunity to invite prominent persons—men like T. H. Huxley and Dean Stanley—to speak to "the young ladies" and administer choice doses of wisdom judi-



ciously distilled. There might be embarrassment now and again. The celebrated Joe Jefferson—star in *Rip Van Winkle*—grew thirsty and asked where he might get a drink. So the story has it. Water, of course, thought the naïve academic mind. “Oh,” replied “Rip” when safely outside, “don’t bother. I have it.” With that, he reached for his pocket.

Teaching at Normal was not easy. One instructor recalls when her program included algebra, geometry, elementary astronomy, elementary English, Greek, Roman history, and French. Classes ran as high as sixty at times; seldom as low as fifty. Teachers, not the students, traveled from room to room.

In 1881, the Mayor appointed the Honorable J. Edward Simmons to the board of education. Like President Benedict, he was a Williams College man. Prominent at the bar, he was a lawyer of promise. At his installation as board president, he pleaded for the same recognition for Normal as the City College enjoyed. To him, Normal seemed “the most important single branch of our school system.” True, the College had not grown much—there were still only six professors and thirty-two tutors, with the President, lady superintendent, and secretary-librarian—but might it not be that its status halted progress? With this in mind he went to Albany to seek permission to grant degrees and raise the course to five years. City College had added a subfreshman year in 1871. When Mayor Abram S. Hewitt heard of the move, he disapproved on the ground that this was a city problem. The principle of home rule must be maintained. Nevertheless, Mr. Simmons saw “the right people” and had the bill passed almost unanimously.

The opposition brought pressure on Governor David B.

Hill. President Simmons took no chances. He had a chat with the chairman of the Democratic State Committee, to which Mr. Hill owed his office very largely. Two members of the board of education—women, oddly enough—rushed to the capital to defeat the measure. Hunter be-thought himself quickly and asked Miss Wadleigh to select “half a dozen of the prettiest and most eloquent graduates and graduate teachers.” Send them to the Governor’s public hearing, he instructed her. As the President used to chuckle long afterward: “These young women showed Mr. Hill, who was a bachelor, the kind of graduates the Normal College turned out as teachers.” The chief executive signed the bill.

The College now had its own board of trustees who were, however, members also of the board of education. Control was vested in an executive committee. The course was raised to five years. Degrees would be granted. Five years of concentrated work, Dr. Hunter always argued, were equal to seven—that is, three preparatory and four college—at “some of our so-called ‘pay colleges.’” The Normal year was long—forty-four weeks,—with more class periods each week than elsewhere. Competitive examinations, Hunter added, were “unhampered by fees.” Practice through the years has not supported his thesis. But length of course in itself does not mean a better course. A student’s earlier records may tell as much as admission tests. Wider reading may not spell deeper thinking. Enlargement of curriculum, with optionals and electives galore, may lead to “academic sight-seeing” or “course shopping” to find the easiest and safest route to a degree. Harvard’s Eliot found this out. Hunter College’s broad-gauged guidance program helps prevent it nowadays.

Free, public higher education for girls continued on the defensive after 1888. Traditionalists had the upper hand. Daniel C. Gilman, of Johns Hopkins, and others were rebels whom not a few would have cast into outer darkness. General Alexander Stewart Webb, President of the College of the City of New York, sat tight in the red-brick gothic edifice at Twenty-third Street and Lexington Avenue. He said little or nothing. Gettysburg's "Bloody Angle" had shown him the value of discipline as West Point had taught him long before. Educational quarrels, even when dignified, seemed petty after battle experience. Webb had a simple (some would call it naïve) philosophy: A prescribed course—hard work—dismissal without tears following failure. Scholarship and discipline were academic twins. Why dicker with them? No one dared do so for forty years. There was no hubbub at the City College. Why all the nonsense at Sixty-eighth Street?

A challenge invigorated Thomas Hunter. Alexander S. Webb had had enough in the Civil War. Once in a while the President of Normal let go a sarcastic slur as he quivered with ill-concealed anger. The teaching profession, he would observe, his eyes flashing, had too often been governed by lawyers who wished to be judges, by physicians who wanted to be coroners or health commissioners, by politicians who stretched out their hands for plums from the patronage tree. Oh, yes, some were not that bad—he had known a few who were all right. It was such as these few on boards of education who saved the schools from party hacks. Only one had fallen from grace—the one who criticised a member of his faculty. Since she was not present to defend herself, the knight in frock coat if not in

shining armor did it for her. And right well. The critic said no more.

March 12, 1888 brought an interlude. For the first and only time Normal College did little if any teaching. With the loveliest impartiality in the world, the Great Blizzard clothed normals and academics alike, and their critics too, with snowy ermine. Hamilton Square disappeared, covered by drift-piled snow to the top step of the tower entrance. It was days before New York dug itself out and transit slowly recovered. As *The New York Times* observed, it was "hard to believe . . . that for even one day New York could be so completely isolated from the rest of the world. . . ."

When the news of the scholastic glory that had come to Normal in 1888 spread through the calistheneum, misgiving mingled with rejoicing. "Last fall," declared the editor of *Echo* bitterly, "the College was reorganized, and . . . students . . . permitted to choose between the Normal or Teachers Course, lasting four years, and the Classical Course of five years. The former was intended to turn out . . . teachers for the public schools. . . ." Two years would be spent on the theory and practice of teaching, which formed no part of the five-year course. This, young "Rufus Clipeus" repined, raised a "vital point of difference." Graduates of the five-year course were promised degrees, not licenses to teach. But see what it all adds up to! "There has been a change in the original plan in favor of the classical students." Any "unprejudiced eye" must see that the Normal students will "labor under a disadvantage, nay, a great injustice!"

"Rufus Clipeus" thought she had a solution: "Although the degree amounts to very little, still it will make an im-



pression upon those who do not look beyond mere nominal virtue, and there are not a few connected with educational matters, who can be classed in this category. Under existing circumstances, it would be wise for all to take the Classical Course and thus do away with the Normal System entirely. . . ." If, as the worthy President had said, the practice teaching afforded by the Model School meant very little anyway, why waste time on it?

The faculty took note and showed the resentment of a pouting child. But the students were not all wrong, and they knew it. Of course, in the 1880's there was no idea of rebelling; with considerable dignity they simply became "His Majesty's loyal opposition." "The *Echo* does not pick out faults for the sake of fault-finding," the editor declared in the February issue. "It is not a confirmed grumbler, but it is interested in all college affairs, and while loyal to the Alma Mater, does not hesitate to voice the opinions of the loyal students within these walls, even when those opinions are adverse to established forms or advocated methods." Twenty years had rubbed out the docility the President had mentioned in his first Annual Report.

The granting of degrees gave the Normal College girl a feeling of having "arrived." Time to put up one's hair in a knot and lengthen one's skirt. The College body tone had risen, and the adoption of lavender and white as Normal's colors showed it vividly. Brownstone fronts had been giving an aristocratic flair to Fourth Avenue. The College whiffed the new atmosphere and liked it. Calvin Pollard had failed to finish Washington Monument, but he had succeeded in popularizing brownstone. In 1888 neighborhood and College reciprocated the new and fashionable respectability. Fourth Avenue became Park Avenue!

With the ripened wisdom of academic years, *Echo* congratulated infant Barnard in October, 1889: "It is to the educated woman that the world owes its greatest strides. . . ." Barnard College had started a mile south of Normal, on Madison Avenue, in a brownstone house not far from Columbia at Forty-ninth Street. Such an event, *Echo* continued, should be "hailed with rejoicing."

The 1890's saw the College paper ambitious in several directions. One, in particular, may be singled out. The first issue of an *Annual* came from the press. It was modest in size, slight in content, but very wide awake—the second breath in *Echo's* adventurous life. The colorful title, *Wistartion*—"Wisty" to all within the know—was given the *Annual* a decade later to keep in memory the lovely wistaria vine intertwined with ivy on the outer wall. Alas! The dust and fumes of progress ruined the climbing glory. Only the College colors recall it nowadays. Some "grumbletonians," to use John Adams's term, have said that there was no College spirit in the 1890's. I cannot agree—with *Echo* and "Wisty" before me.

Lady Superintendent Wadleigh had her own ideas on coming of age. She persuaded Dr. Hunter to have detectives standing on the corners near the College to shoo away "boy friends"—beaux as they were then known. One misadventurous wight tried to break through and ran almost literally into Miss Wadleigh's arms. There was no repeat performance. New York would have felt scandalized if its Normal College had sanctioned masculine roles—and attire—for girls in dramatic skits. *The Lady of the Lake* must have a feminine James Fitz-James and, of all things, a feminine Roderick Dhu! Ellen of the Isle had to be an Ellen of Manhattan or the Bronx, and be happy about it.

It was but a year or so after the founding of Normal that the graduates organized an Alumnae Association, with Miss Ella C. Dye as first president. Vassar waited several years and Columbia three quarters of a century before they followed suit. The Alumnae—there was never any trouble about *ae* or *i*—started in at once to render the splendid service that has characterized them ever since. Incidentally, it is still Alumnae, though the College has become coeducational. The infancy of the free kindergarten movement in America was nurtured by these Normal graduates. They created a loan fund for needy students. They were also the first to take seriously the idea of a library. In 1896 they started *Alumnae News*, a newsy but not gossipy paper. The late Mrs. Otto Hahn faithfully edited it for half a century, until her death. Her fellow alumna and daughter, Professor E. Adelaide Hahn, valiant upholder of the humanities, has continued to edit the *News* in the long-established tradition of impartial journalism, excellent English, and meticulous regard for the truth. The paper has written a long and worthy chapter in Alumnae history.

The literary societies were still flourishing at the turn of the 1900's. They made Thanksgiving Day and the Christmas Holidays festive with musical, literary, and dramatic programs in chapel. St. Valentine's Day honored the patron saint of lovers but also commemorated the College's official natal day. We are reliably informed that Philos and Alphas showed not the slightest "low, mean, petty jealousy" toward one another. In 1889, they joined forces to launch a fresh venture—the redoubtable *Echo*. There were as yet no formal courses in journalism with Professor Martin J. Freeman to guide youthful editors and reporters. The City College *Mercury* had the temerity—it is the only

word, really—to intimate that girls were just not the equals of men in journalism. “I should like to see what kind of paper it will be that is conducted by girls.” So reflected the editor in chief.

With righteous scorn the academic sisterhood adjusted shield and buckler and observed: “. . . We thank our honored contemporary for their kindly extended sympathy, but . . . it is entirely uncalled for. . . .” Acting “on a judicious suggestion from our worthy President, the two societies, the Philomathean and Alpha Beta Gamma, . . . have produced the College Echo. . . .” Await developments before you pass judgment next time! *Mercury* let discretion be their tutor.

On the masthead of *Echo* were these words, translated from an ancient poet:

To Echo, mute or talkative,  
Address good words, for she can give  
Retorts to those who dare her.  
If you provoke me, I reply;  
If you are silent, so am I.  
Can any tongue be fairer?

The 1890's witnessed a moving out in other directions. A Normal College branch of the Agassiz Association became active. The Bronx Botanical Garden was founded in 1896 through a word dropped by an alumna, Miss Elizabeth G. Knight, a former teacher of botany. Miss Knight married Dr. Nathaniel L. Britton, Columbia botanist. On a trip to Kew Gardens, London, she dreamed of a similar garden for New York. When it was established, Dr. Brit-



ton became the first director, his wife, the first curator of mosses, her specialty.

President Hunter kept the College in the public eye. He spoke at the opening of the School of Pedagogy of the University of the City of New York, later New York University. "The Normal School Teachers" was his topic. It was in the fall of 1890 when frock-coated dignity still graced stage and platform at most public meetings. No doubting Thomas, he rose to confess the faith he believed and lived by. A notable audience listened, among them young Nicholas Murray Butler, lecturer in education at the University. Hunter had been educated at Ireland's Dundalk Institution and at the Santry Science School. Though he wore no robe or hood—such regalia did not come into general use until the mid-1890's—he had an honorary M.A. from Columbia, which was conferred five years before he became President of Normal College. An honorary Ph.D. was awarded him by Williams College in 1877. New York University honored him with the degree of LL.D. in 1896, six years after the ceremony mentioned above and the year of the university's change of name from the University of the City of New York. Miss Jenny Hunter once informed me that the University of Omaha had given her father an LL.D. in 1891. The record is not extant.

The tempo of change did not quicken till the old order began to yield its place to the new through the inexorable law of life and death. The leaven of academic reform had already made itself felt, however, but very slowly. The year 1888 saw the first big break with the past when Miss Wadleigh died. In moving lines, the College poet laureate,

Miss Cone, reflected: "She here abides, she doth endure. . . . We serve not such as she . . . but with the service of remembering years. . . ." A Wadleigh Alcove was dedicated as an Alumnae Center in the tower. A Wadleigh Room memorializes her today. Until it was recently discontinued, Wadleigh High School for girls bore her honored name.

Miss Eliza A. Woods, Miss Wadleigh's assistant, succeeded her. It was talent following genius, though Miss Woods made her own contribution in time. She had been connected with Normal from the beginning. Dr. Hunter praised her "broad culture and lofty character." Many a student, who came to know her well, found her far different from the headland of a "stern and rockbound coast." Miss Woods once heard of a young miss who had topped the admission tests and invited her to meet Dr. Hunter for the paternal "Well done!" But the same young lady was also asked one day, a bit austere, to step into the lady superintendent's office. With some trepidation she went. "Miss X," began Miss Woods, "is it true that the girls at your high school wear bloomers without skirts on the gymnasium floor?" True, Miss Woods, too true! *O tempora, O mores!* And the school was Wadleigh High!

Several other women stand out at this time. Miss Lavinia M. Holman was ranked as the best Latinist at Normal; she had taught science, at first. There was also "pretty Miss Isaacs," teacher of botany; there was Miss Knight, too, who has been mentioned above. Mrs. Alice Rich Northrop, Miss Jenny M. Merrill, and Miss Emily I. Conant were all worthily prominent. Miss Merrill was an instructor at Normal for years before she became the first supervisor of kindergartens in the city, an office she held for nearly two

decades. She was also active in the founding of the New York Free Kindergarten Association, which lived a useful life until it was merged with the Mills College of Education in 1951.

Miss Jenny Hunter had had her own kindergarten and training school for half a century when an official of the state education department advised her to change her methods or lose accreditation. She showed she was her father's daughter. "And what are you going to do about it, Miss Jenny?" I ventured. "I'll close the school!" she replied with finality. "You're a chip of the old block," I remarked. "Why," she confided with a chuckle, "I'm old enough to have been that young man's grandmother." And close the school she did. It was the last chat I ever had with this remarkable little woman, a gentlewoman of a day gone by, up to her last years beautiful as a somewhat nervous French china doll.

The original faculty and staff had been passing; the end of the century must see new faces. In fact, new faces were seen here and there long before that. When more and more of the appointees to the staff were Normal graduates, there was a flurry of criticism, a murmur of dissent in some quarters. "Favoritism," "in-breeding," it was charged. Dr. Hunter defended the new-comers as outstanding in attainments and excellent in every way. The practice was common enough, and still is, everywhere; at times and in some places, it is too common. The Normal faculty, however, continued to be recruited "from the outside" until much later. The President believed in varied background for the professors.

Isidor Keller, born abroad, was a benign, highly competent scholar, fullbearded as was more or less typical of

the day. He became head of the German department when Professor Schlegel's work was divided. Professor Eugene Aubert, also born abroad, was made professor of French. Very little of a personal nature has come down to us about Professor Keller; nothing to compare with what many memories have in store about Professor Aubert, whose ways were colorful and teaching unusually fine. He was courtesy itself; in immaculate white gloves, his sideburns neatly, freshly trimmed, he would stand at the lowest step of the chapel platform until he received the President's nod, when he would mount sedately to his seat. Each chair bore a professor's name. Aubert had come to America to teach his native French not as something dead but rather as a living idiom. Precision marked his method. It has survived to this day. Gillet called him "a thorough scholar, a perfect gentleman, and loyal to the heart's core." This was but one of many similar expressions which found their way into a handsomely bound volume memorializing his career. Thirty years at Normal had stamped his personality and his qualities as a teacher on the French department indelibly. The romance languages generally have felt the strong influence of his sincerity. Miss Claudine Gray, a student of Aubert's and his successor, lent further distinction. She was decorated by the French Ministry of Public Instruction in 1929 and with the Cross of the Legion of Honor a few years afterward. Dr. Henry Dupont, who followed her in office, was also made a Chevalier de la Légion d'Honneur.

The Associate Alumnae set afoot a welfare work in the first years of the 1890's. It has steadily expanded as the Lenox Hill Neighborhood Association, or, briefly, the Lenox Hill Settlement. Its earliest home was in a Baptist



Church Mission House at First Avenue and Sixty-third Street. Under Alumnae auspices, the New York Free Kindergarten Association assisting, this welfare interest on the upper East Side, old Yorkville, has gone forward to greater and ever greater usefulness in the day care of children of working parents. It has maintained a health and social service department and conducted a year-round activity program of wide scope.

The Lenox Hill Settlement was removed to the Alumnae House in East Seventy-second Street some years after its founding. Here, the first free public kindergarten in America was established. An alumna, Miss Mary A. Wells, was long in charge. The present home of this great welfare effort is at 331 East Seventieth Street. The commodious, buff-colored building is kept up by devoted Alumnae and their friends. Of late, the work includes opportunities for older people to come and while away an hour, to knit, to play games, or just to chat about the "good old days" when cares were heavy and many but life was nearer dawn. Another extension of Lenox Hill is a summer camp at Bantam Lake, Connecticut.

As one peruses the visitors' book of the Lenox Hill Neighborhood Association names prominent in civic affairs appear on every page. Among these are Dr. and Mrs. Nicholas Murray Butler, Mrs. Grover Cleveland, and Richard Watson Gilder, editor of *Century Magazine* and chairman of the tenementhouse commission in the middle 1890's.

Normal College suffered its second major loss when William Wood died on October 1, 1894, only a fortnight or so before his eighty-sixth birthday. Ivy blended with the thistle of his native Scotland in a floral tribute at his

bier. Faculty, students, and alumnae joined in affectionate recollection. Dr. Hunter stood at the hilltop graveside in Brooklyn, overlooking the harbor that he and Wood had entered as youthful immigrants. Resolutions were passed, memorial services were held. A portrait of the patriarch was painted by Miss Ruth Merington, London-born, educated in Paris and New York. The striking likeness hangs today on the College library wall. In his memory his daughter gave a prize for "the greatest progress in French." The College should adequately recognize the debt it owes one of the most illustrious names in its spiritual fabric. It would be fitting if the library bore his name, for it was William Wood who fought valiantly to give the College its first collection of books, which he lived to see 4,000, through his own vision and the efforts of Miss Marguerite Merrington, classics teacher, able playwright, Alumnae president.



## CHAPTER FIVE

# THE END OF AN ERA

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As the 1800's moved into the 1900's, Dr. Hunter seemed to sense the patent fact that the future of the College would not long be his to guide. New trends in education could hardly be for him to assay and evaluate, far less to follow through. He was approaching seventy, but his eye was as keen as ever, his step that of yesterday. His general demeanor resembled the man of a generation past. His daughter Anna continued lovingly to keep her father's beard well trimmed; it was snowy white now, and thinning. One thing stood out above all else: The venerable gentleman's temper had mellowed; even criticism of his beloved College did not greatly perturb him. This does not mean that he ran to his critics with open arms and clasped them to his breast. Not at all. Though his natural force seemed abating, there was still a light in those sparkling hazel eyes. The late Justice Oliver Wendell Holmes used to say that he was ready for a final canter; so was Thomas Hunter, with spear atilt and countenance aglitter. Ready

as ever for a little jousting he would defend the right as he saw it.

And yet, inevitably, his watch's hands were moving toward twelve o'clock. There was no retirement age at that time, but Hunter could see the first faint rays of a new dawn with the clouds of change as yet no bigger than his hand. Many of his friends—and they were legion—looked forward with apprehension. Who would succeed him? Alumnae asked: "Who could?" In 1895 his "girls"—the "young ladies" of the 1870's, 1880's, and 1890's—marked his quarter century of service with a silver loving cup. To say that he was pleased puts it mildly. When, several years afterward, his "boys" formed the Thomas Hunter Association of Grammar School No. 35, the tide of the years swept back in wave upon wave of happiest memories. He was invited every year to a dinner in his honor. The Association placed a commemorative plaque near the entrance of the old West Thirteenth Street building.

For a decade more, these and other honors appeared to spur the President "to strive, to seek, to find, but not to yield." He was no longer able, perhaps not willing, to dominate everything. The College had grown too large for one-man rule. His native caniness forbade his going his own way. The democratic compass seemed clearly set against him. For one thing, the faculty had become a force in collegewide affairs; for another, students were enjoying a greater measure of freedom than ever before. A student council room—a "cozy little retreat" or "sky parlor"—was fitted out on the top floor. The girls dolled it up with blue silk curtains at the window. A time of simple things, when money was not very plentiful among young people. There were now three rooms for students' leisure time.



Without the manufactured gadgets of nowadays, the girls exhibited a creative flair and had as much fun as their granddaughters have in these sophisticated 1950's.

Prize debates as well as glee clubs were popular. The first debate was held in 1891. Some years later the Amelia Ottinger Memorial Prize made a bid for wider, more spirited debate participation. Once a favorite with the public, debating has lost out of late as a campus interest. It used to be a social event. The competition of present-day extra-curricular activities has dimmed debates, which gave out a spark for years at Hunter. They are still popular at Hamilton, Fordham, Washington and Lee, and other colleges. Hofstra College, Hempstead, Long Island, holds them in high esteem and rightly finds in them a great deal of worth.

Philos and Alphas made things hum. Alphas' double quartette entertained frequently. The Philos promoted "friendly relations," notably on Friendship Day. The Phoebean Literary and other societies flourished; as many as fourteen are listed in the *Sixth Annual* that *Echo* issued in 1900. But not all girls took part; not all do today. While some students overdid it, as always, a few had little interest or could not afford the time from home duties. Nevertheless, activities were carried on after classes. Normal College girls had a good time at meetings of bird clubs, botany clubs, dramatic and mandolin clubs, literary societies, and a Greek-letter fraternity.

The expanding athletic program was especially significant of a major change in undergraduate life. Bowling, tennis, and basketball kept the strenuous on their toes, which were discreetly concealed, to be sure, within heavy, black, full-length stockings. Basketball "caught on" early at Normal, not long after Dr. Neismith introduced the

game at Springfield, Massachusetts, in the beginning 1890's. By 1900 the "Normal Five" had been venturing farther and farther from Sixty-eighth Street, even to Staten Island and soon to New Paltz and distant Northampton.

Enthusiasm ran high but studies were not neglected. Fond memories linger over autumnal afternoons when students were "taken out for an airing by the 'man of science.'" They sauntered through the still "wild and rocky fastnesses" of Central Park. As a member of the "Naughty-Naughts" put it, they looked "for all the world like the latest advance of kindergartners or the Never-Saw-Anything-in-Their-Lives-Before Association."

In the spring of 1899, Professor Dundon took a leave of absence. Not long afterward a hushed College learned of his death. "'A fellow of infinite jest, of most excellent fancy,'" cited Dr. Hunter from his favorite bard; "and yet withal . . . tender and sympathetic even toward dumb creatures. . . . 'He was a man; take him all in all, I shall not see his like again.'"

Latin and English were now separated. To head the new department of Latin, Dr. Hunter chose a young scholar of rare charm and singular urbanity, George Meason Whicher. I shall not forget an evening I spent with him at a dinner-meeting when we were fellow-lecturers on Dr. Henry M. Leipziger's adult education staff. The American Academy at Rome appointed him a professor; Padua, steeped in the culture of centuries, made him an officer of the Order of the Holy Redeemer.

For the new department of English the President named petite Miss Helen Gray Cone, "the quintessence of feminine joyousness." Miss Cone was a scholar without benefit of a Ph.D. but with a hearty mistrust of professional peda-

gogues. Despite her literary activities and her teaching, she found time to be at the forefront of practically all extracurricular activities. Important events and occasions simply had to be honored by a felicitous bit of verse from her facile pen. Students in her classes recall her to this day as she minced along the hallway, always in a hurry though never hurried, and burst into the room. Gleaming her winsome smile, she would lay her armful of books on the desk and begin to read from her beloved Shakespeare or Milton with all the enthusiasm of a first fine rapture. The late Augusta H. Seaman, an alumna, who was an author of mystery fiction for girls, once told me that it was Helen Gray Cone who not only inspired her to a lifetime's devotion to the English poets but also set her on the path of creative writing.

Radiant personalities like Professors Dundon, Whicher, and Cone do not frequent academic glades every day. When they do, they do not support the thesis of Francis Dalton and Charles Darwin that education and environment affect human beings very little. A full generation and more of gladsome days deny it. The "thoughts of youth are long, long thoughts." Students are alma mater's glass; through them she "calls back the lovely April of her prime."

The office of records was pretty much as it had been for years when Miss Lillian M. Snow took it over in 1900. Copying daily records in overheavy ledgers gave place in due time to a card-filing system, the first, Miss Snow believed, in American colleges. Under her skillful hand the work grew with many improved techniques. She became in fact as in title the first registrar of Normal College. Other changes accompanied the transformation of her of-

fice. The reading of daily reports was discontinued in chapel. The late room was abolished. But chapel remained much as before while Dr. Hunter presided. Scores of his sayings come to mind, gleanings from a rich, full life, which made other lives richer, fuller.

"George Mangold was a gifted musician," writes a graduate of the class of 1900. "I can still see his small, dapper figure . . . at the grand piano, with his forefinger decorated with a huge gold ring. Unfortunately, he possessed practically no sense of humor and was the continual butt of thoughtless teasing. . . ." After thirty years at the College as tutor and professor, he died while rehearsals for commencement were in progress. Of the death of Miss Woods shortly afterward, the same pen recorded: "I have come to feel that her job of keeping two thousand ebullient young spirits toeing the line must have taken a peculiarly forceful character. . . ." A bas-relief, her portrait in bronze, was set in the chapel wall. A fund in the care of Miss Dora C. Deis, an alumna, keeps Professor Mangold's memory alive.

In 1898 Manhattan, Brooklyn, and Queens, with Staten Island and the Bronx, became Greater New York. New problems arose and harassed the aging President of Normal; in particular, the new administration of the city's schools. In far-reaching influence, only the office of Mayor exceeded that of the in-coming superintendent of schools, and a case might be made for reversing the order of importance. Dr. William Henry Maxwell, school superintendent in the old city of Brooklyn, was made head of the enlarged service. At forty-six, in the prime of vigor as of age, Dr. Maxwell was impressive: tall and erect, robust and ruddy of countenance. His eyes were keen as an



eagle's. He proved himself to be an administrative genius, the architect of the most extensive school system in the world. His first effort was to unify the scattered smaller systems in all five boroughs, as the political units of the greater city were called. It took strength of will as well as of purpose, with vision both horizontal and vertical, to envisage the possibilities of his office. In due course, he and Dr. Hunter, two strong, two honest, two earnest men, were bound to clash.

President Hunter seemed to glimpse an ominous shadow all the way north from the board of education, now at Fifty-ninth Street and Park Avenue. As Dr. Maxwell addressed himself to his task, it appeared certain that control of teacher supply would be the battleground. If so, the College must become a co-ordinate body or a mere cog in a machine, the lever of which remains in the hands of one or the other. President Webb was unconcerned; professional education had never weighed heavily with him. Comparatively few young men prepared to teach. If they were of that mind it was usually viewed as only a step until they were established in business or the law. In the 1880's, Professor Scott had hoped to stimulate interest in professional courses, but he had to give them up. Not until the late Dr. Stephen Duggan tried his hand was success in sight.

The problem of control of teacher supply became acute. Dr. Maxwell set up a board of examiners with himself as chairman. His avowed purpose was to examine all who wished to teach and to certificate as many as passed, whether from Normal College or elsewhere. "Maxwell's" became a nightmare.

The next shock came when the superintendent organized

a high school division. Where would the girls who graduated in ever increasing numbers go to college? Dr. Hunter was perturbed. Next came "the most unkindest cut of all." The "new man of iron" established a New York Training School for Teachers after the pattern of the one in Brooklyn and that in Jamaica, formerly a state normal school which had been brought into the greater school system after the consolidation. The functioning of these professional schools must soon affect Normal.

Thomas Hunter had held his own against Henry Kiddle and John Jasper. In fact, there had been no trouble at all with Jasper, since the President had declined to be assistant superintendent and thus left the way open for Jasper's advancement. Dr. Maxwell was under no obligation of any sort. William Wood might have been able to steer things amicably, but Hunter was a lone warrior now and not so young as he had been. He was more than a score of years older than Maxwell. The star of the one was in descent, of the other very much in ascent. Though their families had come from the same part of Ireland and were of the same ancestral stock, it did not make them friends.

The stage was quickly set for a major passage at arms. Like all warriors, Hunter was always better in a fight where he could choose his own timing; but this would never be his advantage again. Dr. Maxwell kept his own counsel; not even his associates knew all that he purposed to do. Years afterward, Dr. Hunter felt that he might have been more of a diplomat. As he looked back to his days at the College he often reflected: "I divided mankind into two classes, its friends and its foes. Sometimes I think that I might have been more conciliatory."

It may be that he was recalling the hour—twice, in fact

—when Dr. Maxwell, exuding humility, rose at a board meeting where both sat ex-officio, and asked if the President would graduate fifty of his best seniors at once—those who stood highest in the last tests. The superintendent promised to license them without examination and have them appointed forthwith. Manhattan and the Bronx needed them badly. The first request in 1901 was killed in the executive committee to which it was referred. The second? Dr. Hunter, a stickler for standards as he knew Maxwell was, found it “inexpedient” to accede. Although suavely gracious even when rebuffed, William Henry Maxwell had a long memory.

The not infrequent clashes of temperament of these superdetermined men did the College more good than harm, however. It spurred the President to husband his resources and revive a few that had withered before the hot breath of the dragon at Fifty-ninth Street. In 1898, almost immediately after Maxwell took office, Hunter pressed for a new curriculum—a six-year program, academic and professional, in conformity with state requirements. In a sense, it was a challenge to the superintendent whose training schools had a two-year professional course based on four years of high school. In 1902–1903, the year after the altercations over short-time graduation, the College reorganized as follows: a three-year high school division, to be conducted by a committee; a six-year non-degree-granting professional course; and a four-year liberal arts course following the preparatory years, that is, a seven-year curriculum leading to the A.B. degree. The state accorded provisional recognition of the degree, perhaps with the thought that the new course of study was as yet only a paper program.

President Hunter took a further step. He invited Dr. James Michael Kieran, a city school principal, to be professor of education and co-ordinator of professional courses. He would also serve as a liaison officer. It was an excellent choice, for Dr. Kieran was well liked at both ends of the academic half-mile.

The reforms at Normal came none too soon. Dr. Augustus S. Downing, the superintendent's friend and the first principal of the New York Training School for Teachers, resigned to become third assistant commissioner of education in charge of elementary and training schools in the state. There may have been no connection between this appointment and two of Dr. Maxwell's letters to President Hunter, but they were of the same year, 1904. "Hereafter," the superintendent explained blandly in the early fall, "the only students . . . I shall exempt from the academic part of the examination [to teach] are those . . . who spend seven years above the elementary course . . . leading to the degree of A.B." A second letter followed quickly: "Your recently revised curriculum has not been officially submitted to me, but I have accidentally seen a copy of it. . . . In my judgment, the amount of [practice] teaching is much too slight to prepare your students for the work of teaching. I beg leave to notify you, therefore, that this course cannot have my approval. . . ."

On May 6, 1906, Commissioner Henry M. Sherman of the board of trustees introduced at a regular meeting an adroitly phrased resolution of manifest significance:

"Whereas, Many wider spheres of life and work are opening up to women, and larger colleges and greater college facilities are needed by them; and

"Whereas, The Normal College of the City of New



York has represented and still represents standards of education, of culture and influence, that invite to it large numbers of young women; and

"Whereas, It is desirable that the College should be strengthened so that wider opportunities may be given to young women living in the City of New York by means of the Normal College;

"Resolved, That a Committee of Seven (7) be appointed by the Chairman to report to this Board recommendations for such changes on or enlargements of the Normal College as shall increase its scope and facilities so that all young women attending it may have opportunities in no respect inferior to those furnished by other similar colleges of high standing."

Thomas Hunter was an idealist but a realist, too. The handwriting on the wall was plain to read. He would be seventy-five on October 19. Why wait? When General Webb resigned in 1902, there had been a good deal of unpleasant feeling. There must be none at Normal College. Dr. Hunter had often told his young ladies that there is a time for everything. On the thirteenth of June he sent a brief but moving communication to the board:

"Having reached the seventy-fifth year of my age and the fifty-sixth of my service in the public educational system of this City, I respectfully request my retirement from the Presidency of the Normal College, a position which I have held for nearly thirty-seven years, the retirement to take effect from the first of next September. I take pleasure in stating that during my long service I have been treated by every Board of Education and every Board of Trustees with uniform courtesy, consideration and kindness, for which I feel deeply grateful."

Several board members highly praised the retiring head of Normal College. The Honorable William N. Wilmer, president of the trustees as the board was referred to when sitting to discuss College affairs, spoke informally as follows: "After faithful service . . . he now returns the College to the Board of Trustees in its highest state of prosperity, and unlike other men . . . he has not waited until physical and mental weakness have overcome him, or outside influences forced him to give up his trust, but in the full vigor of his health he presents his resignation with the earnest dignity and simplicity which have ever characterized his work. . . . The Normal College stands out and will ever stand out as a noble tribute to his power and influence . . . and all those interested in the College will ever need his sympathy, his counsel, and his aid in striving to perpetuate those high standards and qualities of womanhood for which the College has been, and ever will be, known. . . ." Here was the ring of sincerity, which is not always heard in official pronouncements.



## CHAPTER SIX

### INTERIM

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Thomas Hunter was a model President Emeritus. Nothing in his long life became him more than the manner of his days in retirement. He never tried to tell his successors how to run the College, but accepted his honored status and wished them well. His attitude was respected. "Love has a tide," wrote a poet. Dr. Hunter elected to move with it. Commencement would not be the same without him but neither by word, nor by deed, not even by a gesture, did he seek an invitation. It was not necessary; he was never forgotten.

Normal College was fortunate in having Joseph A. Gillet ready to step to the fore. He might have been President had he not declined to be considered. There was no retiring age but he was sixty-eight. As Acting President he seemed a changed man, much more vigorous than ever before. With great good sense and steady judgment, with "rare executive ability," he took the helm and steered into

fresh waters. He had an unusual command of detail. If anybody expected to see a skipper like his predecessor in all respects, the coming months would not be very obliging. Loyal and faithful as he had been, he became at once his own master. He proved to be sincerely sympathetic with the new order that seemed so surely in the making, and yet without denying the essential tenets of the faith he had lived by so long. His stature grows as we examine his record as acting head of the College.

In the first place, Gillet took a less restrictive view of discipline. It may have been a by-product of the strict regimentation of his own pre-Civil War years at Harvard, which were, however, no different from what he would have known at any other college. Student self-government became the cornerstone of his relations with the youth he served. In this, he had the able assistance of Miss Annie E. Hickinbottom, who was woman superintendent following the retirement of the kindly, somewhat prim but estimable gentlewoman, Miss Laura E. Leal, who, like her predecessor, had been at Normal since 1870. Miss Hickinbottom's sense of humor must have saved her embarrassment as she noted the change in title from lady superintendent. It was a manifest slip on some one's part. As if to make up for it, she was soon made a professor and then dean, with a generation of service before her. Her "wonderful executive ability and marvelous capacity for work" had impressed Gillet while she headed the High School French department. She had a sunny, gracious, informal air about her, a good-natured way of handling nettly questions. Underneath, there was "a world of calm, hard astuteness," as the late Professor Blanche Colton Williams used to say in appreciation of the dean's happy blend of administrative



traits. Miss Hickinbottom held to true center, let the winds blow a gale.

The Acting President's aim was to give the students "complete freedom from restraint." In practice, "complete" had to be qualified; "restraint," too—just a little. He was sure that the girls would show the proper spirit. Order of "the best and most satisfactory kind" could not help being evident. At the end of the academic year, he had pleasure in reporting the marked "improvement in the general discipline of the College along the lines of self-government." He was convinced that a certain degree of student representation in the administration of the College would better conditions all around. But self-discipline, he also believed, is a matter of growth—slow and uneven growth. There must not be plans "carefully thought out academically" but "arbitrarily imposed." A faculty committee on conduct was appointed to draw up a code of rules which, Gillet insisted, should be submitted to the student body before adoption. Above everything else he encouraged the girls "to move in the direction of strict honesty in all scholastic work." Here was the core of an honor system.

In 1906 one particularly annoying problem was resolved in the College's favor. The question had been raised: What was the real status of Normal College? Attorney General Julius M. Mayer was asked for an opinion. He ruled that the College was "a purely city institution . . . differentiated from the State . . . normal schools." This view was based on Section 113 of the city charter. Normal College was adjudged to have the "powers and privileges of a college pursuant to the revised statutes relative to colleges, and to the visitation of the regents [of the University of

the State of New York], in like manner with the other colleges of the State. . . .”

Another problem, not a new one by any means, was the relation of the College to the associated schools, both elementary and high. The reorganization of 1902-1903 had posed the question of admission. Should it be restricted to the campus high school graduate or should any graduate of the city's new secondary school division be eligible? The answer put all on an equal footing. But, in time, this must tax the facilities of the College, and it did. A mounting register was gratifying; worries, however, accompanied it. One worry was the shrinking opportunity for practice teaching. The Model School was unable to meet the situation. It was still in the old brick building on Lexington Avenue. The facilities were of a generation past. New secondary education courses were placing a strain on the High School. Many graduates had to leave College with very little teaching experience. Dr. Maxwell's criticism in this respect had been well advised.

A further and more devastating question was prompted by the others. Of what use were the campus schools anyway, if they could not adequately serve their primary purpose? If kept, what changes should be made? Gillet advised a gradual reduction in the High School's registration, but he did not favor it for the Model School. The time might have arrived when the number of College matriculants should be limited. He checked on attendance after registration and found a condition not easy to correct, not easy in any college today: One out of five admitted did not come to classes at all! This initial "mortality" meant a waste of time and energy, if nothing worse, ethically. But abandon the campus schools altogether?

Never! Gillet believed that the whole College organization, all branches, should be developed. The College itself must be the head with its affiliated schools "essential parts."

The Hunter-Maxwell controversy had settled down to an armed truce. For a time, Gillet remained his usual serene self. But not for long. In 1907, he flared up in Hunteresque style without the delicate finesse. The issue of College versus state authorities took the limelight. Commissioner Andrew S. Draper's classification had put Barnard College presumably higher than Normal. This would never do. Why such discrimination? "As I have often said," declared the irate Acting President, "I desire and intend to comply strictly with all the educational requirements of the State authorities. . . . At the same time, I shall insist upon our receiving from them all the privileges to which we are entitled."

Dr. Draper showed "sweetness and light." The Normal College, he explained, was of course on exactly the same footing as Barnard, Vassar, the City College, Columbia, and Cornell. The classification to which Gillet had objected was simply an "office device." It was without legal warrant. It merely showed that similar institutions were handling common problems differently. The Acting President said no more. His pride was satisfied: Normal was in excellent company.

The issues between Fifty-ninth and Sixty-eighth Streets had not wholly spent their force. When the superintendent again urged higher standards, Gillet was ready with his answer. "One is almost driven to the conclusion," he sputtered caustically, "that a liberal education is regarded as a disqualification for elementary teaching." His eye must have been glancing at the two-year professional course at

the city's training schools, at that time with little or no liberal arts offerings to speak of. He threatened to give his students, their parents, and their friends the full facts if Dr. Maxwell continued to asperse Normal College scholarship. There the matter ended. Gillet had won a breathing spell at least.

The most vital problem of all was a threat to the existence of the College as a separate institution. Why not a merger with the City College on its new campus at St. Nicholas Heights? "Why?" asked Gillet in a far different tone. The college for men had removed from Lexington Avenue and Twenty-third Street in 1903-1904 to an upland of seven acres; there should be plenty of room for Normal. Co-ordination, if not consolidation or even co-instruction, would spell economy, a mighty word at election time: one president, two deans, one faculty! City College was well disposed. President John H. Finley, who had succeeded General Webb, could see no objection, apparently. At Normal, however, the situation was complicated by the steady deterioration of the Sixty-eighth Street building. It had been condemned unless extensive repairs were made. The fire department called it a hazard; the health department declared it a menace.

The movement toward coeducation had been growing. State universities in the West were particularly friendly to it; probably, the majority of high schools outside New York City were also, though smaller colleges here and there only played with the idea. Even in liberal Oberlin and Antioch, practice lagged behind theory. The Atlantic seaboard generally was not in sympathy with the idea.

With Columbia moved to Morningside Heights in the late 1890's, Barnard was housed on a campus of its own



across Broadway. Harvard was cold to the Harvard Annex before it became Radcliffe College when the discovery was made that Ann Radcliffe had been a generous benefactor in the late seventeenth century. Even then, Radcliffe girls were only suffered at a distance from the Yard. Wendell Phillips, eloquent as he was, had pleaded to very unwilling, unfriendly ears. Tulane admitted women in 1887 and developed Newcomb College. Brown admitted them in 1891 and established Pembroke College some time later. Cornell was the most favorable, as it had been to new ideas under Dr. Andrew D. White, its first President. On the whole, not more than 4 per cent of college youth were enrolled in American coeducational institutions, whether in separate buildings or with men and women in the same classrooms.

The Acting President of Normal studied the matter and saw eye-to-eye with the Associate Alumnae who heartily disapproved of both merger and coeducation. The one would lead to the other, they feared. Gillet argued that Normal and City Colleges were not alike in tradition or in outlook. Let each go its own ways and advance along its own lines. Everybody, he further observed, felt satisfied with things as they were, and had been since 1870. He did favor, however, a "loose bond of a common government by the same board of trustees or regents." It might prove advantageous. If he had lived a score of years longer he would have seen a "common government" come true in a board of higher education.

When President Wilmer of the trustees was approached, he replied diplomatically: "I should certainly not favor it unless it is greatly to the advantage of Normal College as well as the City College." Miss Harriet H. Keith of the

staff asked United States Commissioner of Education Elmer E. Brown to give his views. He was a former professor of education at the University of California and future chancellor of New York University. Prolix and labored as usual, he summed up as follows: "If . . . the Normal College is to come into the full enjoyment of university instruction, it will, in all probability, do so by becoming, sooner or later, a component part of the City University. . . . I should suppose that the unrestricted mingling of men and women students in all college classes and activities . . . might not be desirable in the City of New York, particularly in the lower classes of the college, but a modified form of coeducation might still be found possible in such an institution."

The Woman Principals' Association gave the whole matter the *coup de grâce*. A resolution discountenancing anything and everything of the kind was laid before the board of education. The whole idea was promptly tabled. What else could the poor men do? Only a cosmic disturbance would bring it to life—and one did, in the 1940's.

By this time, the Acting President was growing tired of all the bickering and wrangling. "The field of progress that lies before us," he reflected, "is the development of a higher grade of scholarship of college rank. Of the excellent quality of the scholarship that we have already produced we have abundant testimonials from the colleges to which our students have gone. . . . It should be our aim to maintain a standard . . . that will compel educated men everywhere to recognize that the state has rightfully granted our graduates every concession and privilege that can be granted to the graduates of any college in the state. . . ."

Professor Gillet might have jotted down a few names which had shed lustre on the Normal College of the City of New York. There were, to name only a few, Amelia Josephine Burr, D. Laniel Gill, and Augusta H. Seaman in literature, Jenny B. Merrill and Elizabeth Knight Britton in education and civic betterment, Edward Necarsulmer, in architecture, James Montgomery Flagg, in art, and Elsie Ferguson and Jane Cowl, in the theatre—former pupils in the Model School. There were also Maude F. Moody and Emily Genauer, in journalism, Birdie Amsterdam and Julia M. Van Dernoot, in the law. Innumerable alumnae, unnamed and unsung, had contributed the priceless treasure of human lives.

Through no fault of Miss Heybeck's or of Mrs. Sarah Hall's, early librarians, and certainly not of the Associate Alumnae's, the College library, which the Alumnae founded, had become the weak spot in the Normal economy. Research, long preached by educational innovators such as Gilman, of Johns Hopkins, and others, had not made itself felt at the city's free College for women. To the end of his days, Dr. Hunter favored the single text, thoroughly mastered. Gillet inclined to wider reading but he, too, clung to the textbook. He appointed a committee to look into the matter and made Dr. Margaret B. Wilson chairman as well as honorary librarian. Professor Wilson headed the department of physiology. She was a physician with an ardent love for fine books. Her personal library numbered thousands of volumes, many of them purchased abroad. She was also, as her students still recall, an excellent teacher but one whose temper on occasion could activate a wastebasket across the classroom floor.

Commissioner Wood had known Dr. Wilson when she

was a student. In some way, he learned that she had been born in Scotland. Upon further inquiry, he found that the young lady and Andrew Carnegie, his friend, were townsmen from Dumfermline. Carnegie's interest in libraries may or may not have inspired Dr. Wilson but the Carnegie Libraries had been established only a few years before she began her service for Normal College. At all events, their chance acquaintance led to her father's with the great industrialist, and to an annuity for both from the steel man's estate.

"The use which the students are . . . making of our scanty library is one of the most healthful testimonies [to scholarship] which I observe in the College . . .," Gillet wrote Dr. Wilson. "It shows that our students are fast imbibing the true spirit of real college work. It is a testimony which should be encouraged by every means." The appropriation for the library in 1907 was greater than the total sum expended during the preceding five years. Library hours were extended. Instruction was provided in the handling of reference books, periodicals were bound, and a bulletin board listed recent accessions. Dr. Wilson requested the New York Public Library to make loans of books to College readers for overnight study at home. When she took charge, she found books scattered in various nooks and corners; she brought them together in a well-lighted, comfortably furnished room centrally located. At her coming, there was a collection of a few thousand books, largely the result of Alumnae efforts more than a decade before; at her leaving, there was a library of 31,000 volumes.

It would be remiss if mention were not also made of the services of Miss Edith Rice, whom the Alumnae employed



as a librarian for a time. The Municipal Civil Service Commission appointed her to the post in 1899.

Normal College lost a good friend in the death of President Wilmer in late 1907. He was a southern gentleman, a man whose warm personality and mellow wisdom cast a spell over the students at assemblies. "No sacrifice of time or himself was too great when the College called him." So runs the commemorative minute.

In the last days of January, 1908, the College was again shocked. Acting President Gillet had died suddenly in Hahnemann Hospital, which was on the Park Avenue block south of Normal. "We would record our admiration of his character, his winning modesty, his unvarying kindness, and his perfect sincerity . . .," the faculty resolved. "Believing that 'What is excellent, as God lives, is permanent,' we trust that his influence will abide in the institution he gave the unselfish labor of more than half a lifetime." A Harvard classmate called him a great teacher whose life, while not "broad and varied," was "exceedingly rich, noble, and fruitful." None better deserved the encomium: "Well done, good and faithful servant!" A Gillet Memorial Fellowship was established by the class of 1893.

Two noblemen had passed. As Phillips Brooks said: "Greatness and littleness are terms not of the quantity but of the quality of human life."



## CHAPTER SEVEN

# HUNTER COLLEGE OF THE CITY OF NEW YORK

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Dr. Edward Sandford Burgess, head of the science department, succeeded Professor Gillet. Since a President would be appointed shortly, Burgess did not expect to be in office long. He was an upstate New Yorker, a Hamilton alumnus, and a man of many interests. He was a poet of sorts, a Shakespearean scholar, and a distinguished botanist—an authority on asters. A man of “rare charm and unassuming manner,” he impressed his colleagues as one who gave freely “of his time and energy to his students and to his chosen fields of work.” Although “gentle, selfless, kindly,” he could be aroused and when thus stirred held his ground while others sought the shelter of compromise. As the thought of campus school abolition crowded in again, he attacked it with all of Gillet’s reasoning and much of Hunter’s stubborn vigor. College and schools must remain one family. Academic study and practice teaching would

each be "the better understood for the other." His voice was not lost in high councils.

On May 4, 1908, George Samler Davis took office as the second President of the Normal College. An A.B. *cum laude*, 1880, of the City College, he was also an LL.B. of Columbia. He had given up the bar for the classroom long before and had risen to the associate superintendency. New York University made him an honorary doctor of laws at the June commencement after his election.

The years had wrought changes in the vicinity of Park Avenue north and south of the College, and east and west as well. The Third Avenue cable cars had given way to trolleys, and horsecars trundled along Lexington and Madison Avenues. The opposition of the Lexington Avenue Protective Association to the east side subway continued but presently subsided. Dr. Davis was able to argue successfully for a station stop at Sixty-eighth Street.

The Lenox Library occupied the approximate site of the old Lenox homestead. St James's Church was now at Madison Avenue and Seventy-third Street. Union Seminary was preparing to remove to upper Broadway. The trend in New York was northward, as it had been since 1623. Mount Sinai Hospital followed it to Fifth Avenue and the lower 100's. The Metropolitan Museum of Art remained but was much enlarged. Robert Morris Hunt's impressive façade brought the imposing edifice to Fifth Avenue, its entrance at Eighty-second Street. In nearby streets, as well as on the recently repaved Park Avenue, were stately mansions, but still a few of the older institutions, such as Presbyterian Hospital at Seventieth Street. For some reason, there have always been hospitals in the neighborhood of the College.

A review of the program of studies when Dr. Davis assumed charge of Normal may be of interest and serve as a point of contrast with the curriculum of today. The English department, as with all English departments, complained of students' lack of preparation, their poor command of their native tongue. English was, of course, no longer the native tongue of many as it had been of most in 1870, though American-born carelessness often paced foreign-born idiom. It was true, however, that the rapid increase in immigration from abroad and not a little migration from sections outside New York had shot varied strands through the warp and woof of the city's speech pattern. At times, this was rather picturesque. When Professor Cone found that a sixth of the freshmen and a fifth of the juniors were weak in elementary English, she formed a special class after hours to improve the situation. At the same time, she decried "the process of trying to make every . . . masterpiece yield up its total content to the immature minds" of girls who could not speak or write correctly.

Modern foreign languages at Normal in 1908 were more promising than ever. Drill and practice were not less, but cultural backgrounds received more particular attention. The study of French had remained one of the fairest jewels in the College crown. The classics had come a long way. One of every three students was enrolled in the eleven courses offered. Professor Whicher had made the antique world fascinating with his emphasis on ancient art, architecture, and customs, geography, history, and Roman law. His wisdom is still felt at Hunter.

Some day, it was hoped, music would be a required subject, "a valuable aid to mental culture." Normal College



standards in music were below those at Radcliffe and Wellesley. Art courses set a twofold objective—taste and appreciation for all, expression for the talented few.

The history department offered several optionals: medieval and modern history, English and constitutional history, and the principles of economics. Teaching was hampered by insufficient books for collateral reading, but it was vitalized nevertheless by diaries, biographies, letters, and other source material. The inclusion of economics was an earnest of the high estate the social studies were striving to attain in academic strongholds under the leadership, among others, of Lester Ward of Brown, White of Cornell, and especially of John W. Burgess of Columbia. For a time, the new discipline had to be satisfied to enter the curriculum on the coattails of history, English literature, or moral philosophy, but the years would see it fending for itself on every American campus, strong in school and college alike.

A modified elective system had been introduced in the mathematics department some time before 1908, perhaps in the wake of President Eliot's electives at Harvard, Gillet's alma mater. The course had been lengthened, with the twofold aim of promoting an "appreciation of . . . rigorous logic" and of fostering a desire for mathematical proof. Original work was encouraged, but the minimum requirements were not so high as at other colleges for women.

The physical sciences had been faring pretty well. As has been noted, there had been a good deal of interest in these from the beginning. Dr. Hunter's education had been more scientific than literary. Although it cannot be said that the higher flights were taken at Normal College, the progress of the subject is fascinating in view of its hard

and painful experience during the last quarter of the century. Even Frederick A. P. Barnard of Columbia, one of the greatest of presidents, was none too sympathetic for years. The extreme claims of some of Darwin's followers had so embittered the tolerant and usually open-minded Barnard that he once exclaimed, "I will live on in my simple ignorance as my fathers did before me. . . ." At Normal, science was taught without controversy. Field trips still enlivened geology. Visits were paid to the American Museum of Natural History, which had left Fifth Avenue for Manhattan Square opposite Central Park at Seventy-seventh Street. Dr. Franz Boas of Columbia, noted anthropologist, was a special lecturer at Normal for a time.

Progress had been particularly evident in the pedagogical field. More than four fifths of the seniors who took "Maxwell's" saw their names on his eligible lists of prospective teachers. There was too little practice teaching, as Dr. Maxwell had long complained. Professor Kieran took a look ahead and agreed with the superintendent that students expecting to serve in the high schools should pursue a full four-year course at college. He stressed elementary as well as secondary school theory as part of their professional equipment. A master's degree in secondary education, in his opinion, was desirable for all teachers above the elementary level. Dr. Kieran sought to bring the campus schools into closer harmony with the fast-growing city system, especially the new high school division. The appointment of Miss Anna G. McGuire, a Bronx school principal, to succeed Miss Parsels helped effect this alignment so far as the Model School was concerned. Miss Parsels had retired in 1908 at the close of the Hunter era. Within a few months she died. A fund of \$2,500 was raised and

several pianos purchased and suitably inscribed as a memorial. A stained-glass window was also placed in her memory.

President Davis was as different from Thomas Hunter as any man could well be. He was shy and had a certain hesitancy of speech which made him less effective at chapel assemblies. Tall and erect, he appeared stiff to some, remote to others. He was really neither. His daughter would like to have his human qualities remembered along with the professional. That Dr. Davis lacked the dynamism of his predecessor, the Hunter flair for the dramatic, seems apparent. On the other hand, he had positive qualities which stood him in good stead. His demeanor was open and frank; his tact was extraordinary. His approach was direct and simple. His sincerity was never challenged. Still, he was misunderstood. But what executive is not, at times? One who knew him well—a man in humble academic position—praised him glowingly as a man, while we chatted and I mentioned the President's contribution to the College. A compliment, indeed! It was hardly necessary for me to add that it is always difficult to follow a man like Hunter who has spent a full generation in a high post. Age and youth make different impressions—one as worthy as the other.

An example of Davis' manner may be seen in his break-in bread at once with his former chief, Dr. Maxwell. Early in the autumn of 1908, the President requested "Fifty-ninth Street" to exempt Normal graduates from the academic part of the license tests. The superintendent "unhesitatingly acquiesced," but he would excuse only the graduates whom his friend cited to him from the College seven-year course. With a parthian shot at Dr. Hunter, he added that this was merely what he had said years before.

Dr. Davis started without delay to win full recognition

for the Normal degree. Dr. Whicher, who conducted the correspondence, sent pertinent details to Dr. Downing, presumably no friend of Hunter's but now in charge of higher education in the state. Whether Dr. Davis or Dr. Whicher knew it or not, there was irony in what followed. The Regents accepted Downing's judgment and approved recognition. On Commissioner Draper's formal recommendation and Regent Eugene A. Philbin's motion, the education department at Albany assented. Dr. Downing had the pleasure of notifying President Davis on December 10, 1908. The former principal of the New York Training School for Teachers had made the retort courteous!

Columbia's Dean Edward D. Perry of the graduate faculties and Dean James E. Russell of Teachers College expressed entire willingness to accept holders of the Normal A.B. as candidates for advanced degrees. The outward and visible signs of scholastic distinction came at the next commencement when the faculty marched in, with gown, hood, and mortar board. The colorful doctorate, though not yet *sine qua non* in professorial dignity, had become commoner since American universities, led by Johns Hopkins, established graduate studies which German universities had virtually monopolized for a century and more. It was a long time, however, before the College faculty dolled up in anything comparable with President Barnard's scarlet robe at Columbia commencements.

In 1910, a summer school of eight weeks, five sessions a week, was opened at Normal College for backward pupils in the high school division. If there were room, city high school girls might be admitted. Dr. Maxwell had recommended summer work some time earlier but had entered pupils who either had missed promotion through excusable



absence or had been held back by being obliged to follow along with dullards in their class. In the fall of 1910, regular courses leading to the A.B. were offered at night and in the late afternoon. The Associate Alumnae had started this extension service informally a while before. It was in line with similar efforts at privately conducted institutions the country over. Normal's after-hours teaching had to be done by faculty volunteers until funds were available at the end of the year. Students paid nominal fees. Thus early, the College participated in a movement which today brings a half million to late classes and a million, mostly teachers, to summer sessions, the country over.

College expenditures had jumped from \$175,000 in 1900 to \$270,000 in 1906, and \$386,820 in 1910. Increased faculty remuneration accounted for some of this. Day session salaries for tutors and instructors had long been out of line with the rising cost of living. Proportionately, they were not much above the original \$800 a year with a maximum of \$1,200 in eight years. Professors fared better, though women still received less than men. A woman's salary was from \$3,000 to \$4,000; a man's, from \$4,700 to \$6,000. Higher schedules were available for exceptionally qualified persons. In any comparison with today's salaries the purchasing power of the dollar must be considered; it was far greater in 1910 than it is in 1955.

Persistent interest in a new building gained headway in 1909. Dr. Davis encouraged it. The trustees declared the old structure "inadequate and unfit." They planned to replace it, section by section, on the same site. Changes in the neighborhood seemed to justify remaining where the College had been for nearly two-score years, though Manhattan's population had been falling and many students

were now coming from the Bronx. But old ties were hard to break. Palatial residences had begun to dot the Avenue and the streets roundabout. Some institutions were gone, but there were others, such as the Metropolitan Museum of Art, which had attained national, even international recognition. It was an honor to be in their company; it was an advantage educationally.

In May, 1909, the board of estimate and apportionment approved the issue of half a million dollars of corporate stock for the first of the three units of the projected building. The general style would be adapted sixteenth century Tudor or Gothic. Mr. F. L. Ackerman was named architect.

"At the Park Avenue end of the site," explained Dr. Davis enthusiastically, "will be the great tower . . . its imposing main entrance leading into a spacious hall with vaulted ceiling. . . ." On Sixty-eighth Street there would be a four-story, gable-roofed wing for offices and classrooms. A gymnasium, under the chapel, would be equipped with a swimming pool, or tank, as the President called it in those more or less plebeian days. It would be lighted—this pool or tank—and ventilated from the street level. A central section was planned to connect the buildings on the Avenue. Cloisters would extend from the library on one street-side to the chemistry-physics laboratory on the other. Lecture and recitation rooms would be at left and right of the central hall. The roof was designed to permit outdoor games. "When completed," Dr. Davis was sure that this Gothic group would be "one of the city's most beautiful and dignified public buildings." John Ruskin must have given his blessing: the blueprints suggested the purpose intended.

The old Model School was demolished in 1910 to make way for the first section, the cornerstone of which was laid in 1912. Mr. R. E. Hart, who had succeeded Mr. Ackerman, was busy with plans for the other sections. All would be of limestone. New York had begun to rebuild with lighter exteriors than red brick and brownstone. Normal College would be among the first buildings to reflect this welcome change.

The College was radiating light and life. In 1913, Mr. Adolph Lewisohn gave \$10,000 for Free Chamber Music Concerts under the music department of which Professor Henry T. Fleck was head. Mr. Lewisohn's daughter had been a Normal student. The city matched his gift with a like sum. Concerts continued for several seasons. Mr. Lewisohn later presented the famous stadium to City College. His generosity has lifted the musical tone of the metropolis through more than four decades. In 1924, he gave the College a bronze bust of himself; it would be a pity if the casual passerby did not appreciate whose likeness it is, for Adolph Lewisohn has meant much in the cultural life of New York.

The higher academic status of the liberal arts programs had made the name "Normal College" a misnomer. But where find a better? The professional school of 1870 had not abandoned its purpose to train teachers for the city's schools but had broadened it greatly while developing a curriculum of standard scholastic rank. There was never a thought of calling Normal a teachers college after the manner of so many throughout the country. The board was thinking of some such title as "The New York City College for Women," but the Alumnae would not hear of it. "Hunter" it must be, and no other. When an alumna,

Mrs. Ella W. Kramer, offered a resolution to effect the change, the perceptive gentlemen on the board—her fellow members—expressed a sensible and general desire to “respect the wishes of this large body of graduates.” The executive committee approved by a narrow margin, but the full board voted for it handsomely. On April 4, 1914, Normal College became Hunter College. A year before, the high school division had become the College High School with Miss Grace B. Beach as first principal. She served with distinction until she retired in 1920. Miss Louisa M. Webster succeeded her. A fund was raised to commemorate Miss Beach’s long service. A Grace B. Beach Concert of Poetry is still held every year under Alumnae sponsorship.

Dr. Hunter was now well past four-score years, but his natural force seemed unabated. As he sat at commencement he beamed with interest as deep and great as ever. The “beautifully handsome, majestic old man,” as an alumna idolator etched him for memory’s garland, was pleased by the annual invitations. Two classes were graduated every year, but only one commencement was held until later days when the students of February asked that they might have a formal graduation ceremony of their own.

When the College was renamed in Dr. Hunter’s honor it touched him beyond his facile power over words to express. To think that his “girls” should do this! He gave them entire credit, and they deserved it. With canny good humor he dropped his earlier favorite, “young ladies,” and addressed them now as “girls.” In mid-October, 1915, they were shocked and grieved. Thomas Hunter was dead. Services were held in the crypt of the Cathedral of St. John the Divine, the only part of the great edifice then ready. It was filled to overflowing. Doubtless, though, to cite



Thomas Hardy, Thomas Hunter's spirit was soon traveling, memory possessed, from Cathedral Heights to Park Avenue and Sixty-eighth Street, where he had found "life largest, best."

"The death of Thomas Hunter," bespoke the board, "has removed a man who for half a century was a conspicuous figure in the educational world. He had charm, as well as power. . . . His devotion to his duties was intense. . . . He died full of years and of honors. . . ." His "girls" passed a resolution of affectionate appreciation. *Bulletin*, the new student paper, memorialized him as he would particularly have liked: "Here was a man who was so great . . . that he received recognition even from his contemporaries. In all our dealings in College and when we begin our work in a larger field, we undergraduates will always remember that beautiful truism Dr. Hunter so often uttered: 'No woman ever rises above the level of her heart.' " A portrait in oils, by S. J. Woolf, hangs in the library at the Park Avenue Building. In May after Dr. Hunter's retirement the Alumnae had established an annual history prize in his honor. The month following, he himself gave one. Typically, he designated it "for punctual and regular attendance." He was still the schoolman of 1870.

On July 2, 1915, Mayor John Purroy Mitchell appointed five men and four women as the first separate board of trustees of Hunter College. Governor Theodore Roosevelt had signed a bill in May, 1900, enabling Mayor Robert A. Van Wyck to name a similar board for City College. Dr. Hunter opposed one for Normal. With the chivalry of grateful memory, he believed that it might seem a reproach to the boards of education with which he had been associated so long. He also felt that the group of men and

women who controlled the schools should guide the College. Nevertheless, when the Alumnae—his “girls”—favored an independent board, he gave it a hearty “Amen!” Nothing, however, came of it until the summer of 1915 when Governor Charles S. Whitman’s signature brought the new board into being.

The old board, acting as the College trustees, had given forty-five years to the cause of higher education of women in the City of New York. Hunter College owes them a debt to be only acknowledged, never repaid. Character, ability, and fidelity had been manifest for nearly half a century. It was fortunate that the new board was composed of unusually able citizens. Professor James Harvey Robinson of Columbia was one; the Honorable Philip J. McCook was another. When Dr. Davis wisely declined to serve as chairman, the board elected Paul Fuller, a noted lawyer. His untimely death cut short what must have been a term of fruitful service.

Ever since 1910, conditions seemed favorable for a larger participation of students in College affairs, beyond what even Acting President Gillet had dreamed and certainly far beyond what *Echo* ever expected to see. “The movement for self-government was begun as a result of a felt need for student responsibility along certain lines,” an undergraduate leader explained. “It was after an unusual display of dishonest work during an examination.” The students were so chagrined that they met of their own accord to redeem themselves. In indignation assembled, they gave fresh impetus to the movement that led to the establishment of a student council. Miss Grace Warren was first president. Its objectives were as follows: “to form a nucleus of public opinion, and to agitate for the general

welfare of the College, in accordance with such powers as the Faculty may from time to time grant." The faculty, at first loath to consent, finally gave unqualified endorsement.

The self-assurance of the new student council might have made Draco draw a deep breath and wryly smile. Rules and regulations were handed down with dispatch. But time and experience soon played Solon and trimmed excess of zeal. Encouragement from the President as well as the more cautious friendliness of the faculty lent stability.

On October 8, 1913, the students published Vol. I, No. I, of a new weekly paper, already mentioned—the Normal College *Bulletin*. "Bully" it was popularly called, and bully it was. There had been an earlier Student Council *Bulletin*, which was first issued on the anniversary of the College birthday in 1911. Miss E. Adelaide Hahn served as literary editor of the new *Bulletin*, Miss Marie K. Gallagher as managing editor, and Miss Isabel C. McLaughlin as business manager. All of them became faculty members. Said some one: "Bully" was "an effective means for the dissemination and focusing of student opinion." It continued to be and, under another name, still is, with a news sense primarily for the College, to be sure, but not wholly restricted to it.

The year 1914 saw the first student hop and the first Athletic Meet, later called Play Day, and, since the 1940's, Field Day. The first "Sing" in May 1917 was an indoor festival unique for originality, imagination, and organizational ability. So it is today. Scholastic credit was and is frowned upon. Not so classical as elsewhere, not so pretentious, "Sing" fills its own niche with its lightsome, effervescent lyrics, its dances and parodies, its "quips and cranks and youthful jollities," its farcical take-offs of current celebri-

ties and events. One should not attend expecting a Spartanburg Music Festival, but rather an enjoyable afternoon, just hour after hour of good fun in the fellowship of ebullient youth. Enjoy it all; that is, if stiffening legs and knees will stay put that long. Rejoicing by the winning class is worth more than the price of admission or anything else.

It would be a mistake to think that students of a generation ago were absorbed in the gay and carefree while wars and rumors of wars filled the earth around. At Hunter, the onset of world conflict awakened everybody to the consciousness of latent power. The College name adorned a bright page of American scholastic history from 1914 to 1919.

When America entered the struggle, the Hunter faculty responded in goodly number for service, military or civilian, at home or overseas. Professor Henrietta Prentiss became director of the Paris International Club for Students conducted by the YWCA. A colleague, Miss Marguerite E. Jones, alumna daughter of an alumna, also went to France. A central committee of faculty, students, and alumnae was appointed. Several Red Cross ambulances were purchased for "over there." In November, 1917, the Fellowship of Goodwill, a faculty-student effort, held a concert to send a "Helen Gray Cone Ambulance" to the Italian front. The Fellowship did a splendid piece of work for years in helping spread the gospel of "peace on earth." The College and its associated schools raised over a million and a half dollars in the various Liberty Loan drives. A score of war-savings societies were formed. Hunter was represented not only in Red Cross work at the College and outside but also in the Women's Land Army and similar patriotic organizations. There were even Hunter College Minute Men.



"I cannot help feeling," wrote a senior of 1916, "that our most praiseworthy achievement is the passage of the honor system. . . ." Other colleges had seen honor systems come, wither away, and vanish. At Princeton and at Washington and Lee, and at a very few more of our higher institutions, the idea lived adventurous days but survived, and still survives. It will be recalled that Professor Gillet had an honor system in mind. Always, or generally at any rate, it was reporting on one's fellows that had been the stumbling block. Tattletales, even in the interest of a brave new world, are not popular on any campus. At Hunter, for a time, the honor system seemed destined to live beyond its youth. It had, very surely, much more than a tenuous hold on life. But the years to come might see a change.

Another active College interest of this period was the Women's Intercollegiate Association for Better Government. Two students attended the 1917 conference. Still another stepping-out was the election of class officers by popular vote. Self-government had disappointed the prophets who were sure it would never amount to anything. Good sense saved it at Hunter; it has grown in strength and importance with the years.

*Echo* published a John Keats Memorial number in 1921, the centenary of the poet's death. An exhibition of memorabilia was arranged, and several members pealed forth in verse. Tart old *Echo*, mellowed by time, spread a tender ray of benign light over the campus. After all, this College paper had survived the changes and chances of a full generation. How many have? There is sometimes a great vigor in age, and *Echo* had it.

But back a moment to the more prosaic facts of finance. In 1910, we may remember, the College had to get along on a budget of not quite \$400,000. By 1915 it had risen to

\$500,000. In 1920, a bill was introduced at Albany to provide a definite percentage quota of public funds for Hunter. Something had to be done if the "Good Ship Alma Mater" was to keep an even keel until it reached the port of heart's desire. Both houses of the legislature passed the measure, but Mayor Hylan disliked mandatory directives—as who does not? Since the mid-1890's the wishes of local authorities had been respected in such matters. Accordingly, Governor Alfred E. Smith vetoed the bill.

And yet, everybody knows that expansion costs money. The College register had gone up to nearly 3,700, with classes in public school buildings and in a loft building besides, on East Thirty-second Street, as well as on Park and Lexington Avenues. The High School had been shifting from place to place for years. When the faculty asked permission to use the College plant for evening and summer sessions, the trustees consented, provided that student fees covered the expense. There had been a summer session for backward pupils for some time, it will be recalled; in 1916 the first summer classes were held for College students. The enrollment was 208. A year after, the first evening session registered 82 under the enthusiastic direction of the late Dr. Adolph Busse. The years have witnessed a steady rise in both of these great services.

Requirements for graduation were stepped up. A four-year course of 120 points, or credits, was adopted. A student who failed of advancement for two consecutive semesters would be asked to leave unless she had failed for reasons other than a lack of ability or diligence. The trustees requested reports from all departments on "the condition and progress of the work." Standards of scholarship were revised upward in the High School also. Pupils seeking

admission to College must now pass a comprehensive examination; graduates from the city system must meet stricter regulations than in the past.

A further indication of academic stature was the institution of Nu Chapter of New York at Hunter College by the United Chapters of Phi Beta Kappa on February 11, 1920. Dr. Whicher, with the President's active support, labored indefatigably to achieve this distinction. In the same year the M.S. was granted in education; the M.A., the year following. The B.S. in education was also set up. Hunter had not turned its back on Normal but was moving forward scholastically as well as professionally. Dr. Maxwell had resigned in 1918 but lived long enough to hear of Nu Chapter and the graduate degrees. His successor, Dr. William L. Ettinger, was a physician-educator. He was an able man but with less high-tension voltage than his predecessor. The superintendency was presently separated from the board of examiners, which became a statutory body independent of outside administrative authority. Of late, since 1938 that is, the superintendent has again been a member ex-officio of the examining board with the full rights of the others except that he may not serve as chairman.

The year 1920 struck a high note in the Golden Jubilee of Hunter College. A bronze medal was struck in commemoration. Professor Whicher edited *A Half-Century of Song: An Anthology of Hunter College Verse*. "Sir," he quoted from Boswell, "we are a nest of singing birds." Whicher knew himself to sing but hardly to build the lofty rhyme. His lines reflected the varied "moods of life . . . from grave to gay," as Professor Nelson G. McCrea, distinguished classicist of Columbia, observed. Whicher

was, all in all, one of our humbler poets whose songs gushed from his heart. As a former student feelingly reflects, "Something precious, something lovely" seemed to abide after a chat with this exemplar of *urbanitas*. There is no other word; it fits George M. Whicher admirably. The pleasure of his friendship is one of the writer's happy memories.

Miss Cone, a number of whose poems appeared in the Whicher *Anthology*, published several volumes of verse during a long life. With her gifts as a teacher, they have won her a place among academic shades on and beyond the Hunter campus. In 1920, the Jubilee Year, she received the honorary doctorate of letters—the first to be awarded in the history of the College. Aeneas said of himself and the Trojan War: "All of which I saw and much of which I was." So Helen Gray Cone might have said of herself and the institution she notably served. Dr. Davis presented to the College a portrait of Miss Cone by Harry MacNaughton Farlow. The English department established a \$10,000 fellowship in her honor and name. Rare indeed is the alumna who does not mention her name with something akin to awe.

The late President's "girls" agreed with his "boys" that something very special should be done to honor his memory. In 1931, a book entitled *The Autobiography of Dr. Thomas Hunter* was the result. It was edited by his daughters, Miss Anna and Miss Jenny, who dedicated it to "his loyal and devoted boys of P.S. No. 35 and to his affectionate girls of Hunter College." Though it lacks the virtue of historical detachment, the volume is required reading for the "antient Time" when, as a faculty member has put it, America was not "entwined with the universe."



In this Jubilee Year, also, a William Wood Memorial Fund was made possible by Dr. Margaret B. Wilson's gift of \$2,500, the income to purchase English classics.

Alumnae old-timers and new-timers held their "break-fast" as usual in February. Staid matrons sang "Ivy Leaf" most tenderly while their younger sisters anticked, frolicked, and skitted in pageant, pantomime, and "old memories" sketch. An aftermath was an upsurge of dramatic interest. The Pipers, organized in 1921, gave Rostand's *The Far-Away Princess*, which Miss Isabelle Schein, an alumna, had translated. The Alumnae signalized the fiftieth anniversary in a serious way, too, when they raised \$125,000 to build an Alumnae Hall. Although not yet erected, it will be some day. The interest has been used to maintain temporary quarters, as at Hotel Woodward for years but recently at Roosevelt House.

This second decade was a time of wider and more vigorous stretching of College service wings beyond the undergraduate quadrennium. In 1920, for instance, the Alumnae appointed a committee to set up a bureau of occupations. The famous class of 1878—given to so many good works, including a \$10,000 scholarship fund—provided the motive power in the person of a classmate, Mrs. Hannah Ottenberg. In its first year, over 300 students registered for vocational help, and of these at least half were placed. The years have seen the part-time idea "sold" to more and more employers. Through it many a student has been able to increase the family budget. Graduates as well as undergraduates have been assisted. Though Hunter College is free, both tuition and textbooks being without cost and the few fees nominal, there are incidental expenses for carfare, lunches, stationery, and class and College insignia.

These Golden Twenties also saw an unusual outgiving in the direction of civic improvement. When a beloved teacher died, the Alumnae felt that her life and service should be honored in some suitable way. Mrs. Alice Rich Northrop had been not only a skillful teacher but a rare personality as well. Botany was her specialty—a study well favored at the College before the curriculum proliferated beyond the point where a single subject could hold its head above the crowd. To keep Mrs. Northrop's memory alive, her friends purchased her summer place, "High Meadows," in the Berkshires. They made it over as a summer camp for boys and girls from twelve to fourteen years old, whose schoolwork was better than B and whose physical condition was satisfactory to engage in such activity. A nominal charge was made. The late Miss Emilie O. Long served as director for a score of years. The Northrop Camp was incorporated in 1925 with alumnae and members of the School Nature League on the directorate. This League was organized in 1917 as a philanthropic education society to bring "the living world of the out-of-doors" to city children. It was an outgrowth of work started as far back as 1892 by the National Education Association and the Associate Alumnae of Normal College. Its headquarters are, appropriately, in the American Museum of Natural History, the College's old-time neighbor.

### THE IVY LEAF

(Alumnae Song)

Music: "Maryland, My Maryland!"

Some praise the pansy's Tyrian dyes,  
And some the rose's royalty;

But more than fairest flower we prize

The lovely leaf of loyalty:

The ivy green, that loves to dare,

That's fain to climb and firm to bear—

Oh, still in every heart we'll wear

The lovely leaf of loyalty!

## II

It upward spires and outward spreads,

And strongly binds, though slenderly;

It lifts a host of fearless heads,

It hides the scars all tenderly:

It crowns with grace, it girds with power,

Survives the snow, outlives the flower,

And closest clings in stormiest hour,

The lovely leaf of loyalty!

## III

Then sing the ivy never sere,

That grows so green and lustily,

And wraps the walls forever dear

With living mantle trustily!

By days to come, by all the past,

By hopes that lead, and joys that last,

Our faith we plight to hold it fast,

The lovely leaf of loyalty!

HELEN GRAY CONE



## CHAPTER EIGHT

# PROGRESS AND CHANGE

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In an eloquent address at the laying of the City College cornerstone on St. Nicholas Heights in September, 1903, the late Honorable Edward Morse Shepard, chairman of the trustees, declared: "We celebrate the complete, undoubted establishment of the college." The day of challenge was forever past, the long controversy ended. Publicly supported higher education for the youth of New York, he was sure, had rooted itself firmly in the civic consciousness of all good citizens.

If this eminent lawyer and one-time candidate for mayor had lived until the 1920's, he might have felt his prophet's mantle slipping. Could not the city find a cheaper way of educating her young men and women? Why not scholarships, at Columbia let us say, or at some other university? Large sums of money were being wasted on the unfit who never should be in college at all. So ran the thought of not a few, and some of influence. Consider the "mortality" every year, said others. At a budget hearing in 1919 it was



seriously contended that nearly a million and a half dollars might be saved if tuition were charged—a hitherto unheard of suggestion in open meeting. The Mitchell Administration had withstood the attacks but was no longer in office. The Hylan Administration opposed them, too, at first, but changed its mind when costs began to mount and funds were running low. But the trouble was not wholly financial. At a symposium the writer attended, a well-known university professor thought it undemocratic to require 90 per cent of the people to pay taxes for the higher education of the children of 10 per cent. Not quite the fact, of course. When questioned, he suggested several other colleges for students not so bright as those attending City and Hunter. Humor crept in at this point as some one began to reflect aloud on what sort of faculty would be required.

Luckily, Hunter College had a good friend who enjoyed battling for a worthy cause. The Honorable Fiorella H. La Guardia, president of the board of aldermen, thundered against any reduction in public education budgets. He had the press steadily and solidly behind him. The opposition appeared to be silenced, the issue dead.

A much more determined assault was launched not long afterward when the right of the state legislature to pass enabling acts for higher education was vigorously denied. This struck at the heart of the matter. But, as it has been said, we often see a little better on a cloudy day and fight with power when calamity threatens. Faculty, Alumnae, and well-wishers outside took up the challenge and carried it to the courts—to the state's supreme bench. In due course, Justice George V. Mullen handed down his historic decision: The legislature had the right to compel the

city to maintain free higher education. The appellate division upheld him, Justice Alfred R. Page citing the learned Chief Justice Thomas M. Cooley of Michigan. A liberal education, Justice Cooley had observed, might be provided free "to the youth of the State in schools brought within the reach of all classes." The city did not appeal Justice Mullen's decision.

The original faculty, we recall, had consisted of the President and the full professors. Through the years the ranks of associate and assistant professors had been established, but only of late had associates sat as faculty members. In May, 1920, assistant professors were permitted to select six of their number, rotating two each year, to represent them at faculty meetings. The instructors might send three of their group, rotating one each year. The growth of the College had widened faculty interest in administration. Dr. Davis believed in sharing his burdens even if he could not shed his responsibilities. Professor Redfield's protest over one-man rule and infrequent faculty meetings had had its effect even on Dr. Hunter.

Expansion had brought complexity to the campus, and would bring more. In 1926 Dr. Davis recommended the appointment of two deans—one of studies, one of education. Miss Hickinbottom would continue as dean of students. Professor Lewis D. Hill, a son of Harvard, became dean of studies, that is, of the academic program; Professor Kieran, a City College man, was made dean of education, the professional courses. The register had gone up to 2,500, the budget to more than a million. It was time for some administrative adjustment and closer oversight.

More than a straw pointed to still greater administrative changes. In 1926 another bill was introduced at Albany. It

provided for the consolidation of the tax-supported "public institutions of higher education" then existing or to exist in the City of New York. The over-all title would be The College of the City of New York. Hunter would be called Hunter College of The College of the City of New York. Humor had almost fled the academic field. Time and good sense must—and did—rescue it except when one wished to be very formal and precise.

As President Davis, lawyer and educator, studied the bill, he felt that it needed clarification here and there. The trustees thought so, too. Finally, with several acceptable modifications, the measure was passed and signed by Governor Alfred E. Smith. It became effective April 15, 1926.

The new statute enabled a city of a million inhabitants or more—the legislative way of saying New York—to establish a board of higher education to "furnish the benefits of collegiate education gratuitously to citizens" who were bona fide residents of the city and who were qualified for admission "to any regular undergraduate course of study in any preparatory, training or model school connected with any institution under their control." Further, the board might "furnish gratuitously or otherwise for male and female students, actual residents or employees of said city, and non-matriculated students, additional technical, professional and special courses of study and other educational advantages."

The board was to be "a separate and distinct body corporate," and consist of twenty-one members chosen by the Mayor for staggered periods of nine years each, somewhat longer than for most boards of the kind. They would serve without compensation. The duties and powers were

defined as those of college trustees, with the public school system above the high school level within their jurisdiction, the training schools specifically excepted. This latter provision was a mistake, some have thought. The publicly supported colleges—at the time only Hunter and City College—were to continue more or less independent, as in the past. Of particular interest to Hunter was the statement that any “existing institution, constituting a college for women,” should “retain its present distinctive name.” The measure would probably never have been passed without this protective provision.

Another important point, though not apparent to many at the time, was the new board's right to accept gifts from private sources for the welfare of the colleges under its control. This has become of no small value. The right was also granted to confer academic, professional, and technical degrees in course. Honorary degrees might be awarded by permission of the regents. This has been seldom asked, perhaps too seldom.

On the whole, the service of the board of higher education has been ably and admirably rendered. There has been much more on the credit than on the debit side. The board members have taken an enlightened over-all view of common functions and general needs; they have scrutinized individual procedures and requests in the light of all concerned. At times, so large a board may have seemed to slow down administration rather than speed it up. This tendency has been lessened by administrative committees for the several institutions. Each of these committees is composed of board members and serves as a board of trustees.

In brief, the higher board has become more or less what Professor Gillet had intimated there might be, namely, “the



loose bond of a common government. . . ." While it may not be said that all of the members through the years have been men and women of "inward light or valor"—that would be too much to expect—the average has been high, especially among the leaders, some of the first citizens of New York. The time, interest, and devotion that a board like this gives the city are priceless and not so fully appreciated by the citizenry as they deserve to be.

Throughout the 1920's, the Park Avenue building kept creaking and groaning under the weight of unprecedented testing. Evening, afternoon, and summer sessions, as well as the full daily schedule of classes, must soon tell decisively what should be done, and done quickly. The plans for a new structure on the same site had not fared very well. World War I thwarted the best of intentions. Dr. Davis' dream had evaporated except for the first section on Lexington Avenue, which was opened not long before the outbreak of hostilities. But the war was happily no more, and the great depression of 1929-1930 not dreamed of. Indeed, the fabulous 1920's gave the President heart to press again for the building program he had not forgotten but only postponed. Overcrowding was lowering efficiency and impairing health. "We have already excluded a large number who under ordinary conditions would be admitted to any college . . . ," Dr. Davis explained. "But it looks as if we shall have to go beyond this soon and exclude girls who have fully qualified to enter."

In January, 1925, the Associate Alumnae took notice of the building situation and sought the support of the New York Federation of Women's Clubs in a fund-raising campaign. Their aim was a new structure "commensurate with the quality of the . . . work now being done." A

copy of the resolution went to the trustees who had received a further communication from the President. "The buildings are greatly overcrowded," Dr. Davis repeated. Freshmen had to be deprived of assemblies; instructors carried a burden beyond reason. Hunter teaching programs were large, some sections reaching a register of fifty: far too great for effective teaching. Several hundred qualified girls would surely face closed doors in February. Let nobody think of them as charity students! Their parents were tax-payers, directly or indirectly through rent.

President Davis was always proud of his fellow-alumni of City College. He was equally proud of Hunter alumnae. Here are a representative few who had made their mark, and some who a little later would make it: Dorothy Blak Paraskevopoulos, codirector of the Harvard-Orange Free State Observatory; Lucy Miller, head of the Bellevue Hospital psychiatry department; Helen A. Messenger, physicist; Marie K. Gallagher, educator, E. Adelaide Hahn, classicist; Marjorie M. Almond, professor of medicine; Helen Kieran Reilly, writer-daughter of Dean Kieran; Ruth Lewinson, lawyer of distinction; Yan Mac Leod, sculptor and second woman medalist at the Salon des Artistes Français; Gertrude Purcell, actress-playwright; Elise G. Lippmann, well-known writer; Agnes M. Craig, first woman justice of the Municipal Court and a member of the Teachers Retirement Board; Frances Fallon, Hunter trustee; Mrs. Anna Hochfelder, assistant corporation counsel; Rosalie Loew Whitney, justice of the court of Domestic Relations; Mrs. Moses Epstein, president of National Hadassah; Mrs. Frederick S. Greene, chairman, State Federation of Women's Clubs; Dr. Rose F. Netler and Dr. Clementina J. Paolone, noted pediatricians. The President was also well aware no

doubt of the notable records of a number of students who, Helaine H. Newstead among them, would one day make their way. Besides, there were the multitude who would provide a staunch bulwark of homes for the New York of tomorrow. Also, at this time, Regina Burke, Katherine Bauer, Ethel F. Huggard, and other alumnae were on the road to high places in the city's school system.

The board of education was asked to release to the College the professional services of Architect William H. Gumpert, who drew plans with estimates running to two and a quarter millions. Later figures would touch five millions. Everything was going well when a new city administration was ushered into City Hall in January, 1927. Uncertainty naturally prevailed. To make matters worse, there was a division of opinion among the College's close friends. Should Hunter remain on Park Avenue? Should it go to a less expensive half-acre somewhere else in Manhattan? Should it be relocated in the Bronx?

There was a hard core of opposition to removal. Objections to staying at Sixty-eighth Street were met in practical fashion with a minimum of sentimental twaddle. The old site was still accessible for a 5-cent fare from every borough except Richmond, which accounted for only 1 per cent of the student body anyway. Manhattan sent the College 39 per cent; the Bronx, 28; Brooklyn, 24; and Queens, 8. Some board members, including the chairman, the late Dr. Harry P. Swift, were looking ahead to a day when Hunter might be a center for civic meetings, a cultural mecca for adults, as well as an undergraduate college. The thought had been first expressed, very probably, by the late Dr. Henry M. Leipziger in a letter to Dr. Davis. The supervisor of lectures suggested that his division of

the public school system might use the College auditorium for presentation and discussion of current issues before the people.

On the other hand, "Shanty Town" was no more; it had long vanished before the rapid advance of a sophisticated era. Goats had yielded to high income brackets. The population in general had been overflowing into the northern borough. In 1920, residents of the Bronx numbered not quite three quarters of a million; in less than a decade, the total had reached a million and a quarter. The same period had seen Manhattan drop over 18 per cent, to not quite two millions. And it could be pointed out that while Manhattan had only a little more than 31 square miles, the Bronx had 54—with plenty of room to grow. Though the recreational as well as educational possibilities for a publicly supported college were evident, if it were located above the Harlem River, the old ties to mid-Manhattan pulled hard on sentiment. To a good many the Bronx seemed remote. Maybe Manhattan would pick up and surge forward again. This had happened in New York, a city of rapid changes. As one was reminded by young women of the College staff, the shopping district was still Fifth Avenue! Humor wrapped up in fact.

Why not the Billings estate on Fort Tryon Hill in upper Manhattan? The view was glorious; indeed, the location seemed ideal for a "campus college." The Hudson and the Palisades were a magnificent backdrop. But Mr. John D. Rockefeller, Jr., who owned the property, had promised to present it as a gift to the city for a park for all the people. It was just as well, as Aesop's fox might have said. The traffic problem must have been too great for day students to unsnarl and too difficult even for older exten-



sion session men and women to face with any greater success. Furthermore, the civic forum idea could hardly be realized.

Somebody presently discovered that the city had "unassigned property" east of Jerome Park Reservoir in the Bronx. Trolleys and a new subway station at Bedford Park Boulevard and 200th Street would be convenient for all, near or far according to one's point of view. Siwanoy Indians, kin of the Algonquin tribes, the Mohegan and the Pequot, had roamed this broad open space in Colonial days. In the times that tried men's souls, men of differing loyalties called it "neutral ground" but had trouble keeping it so. To the west, a flagpole today marks the site of Fort Independence. After the Revolution, Kings Bridge and West Farms, now Fordham, were sparsely settled communities on low hills with shallow swamps and woodland roundabout. In 1866 the Jerome Park Villa Site Improvement Company acquired the land, or most of it. Some years later, the American Jockey Club took it over and developed the Jerome Park Racetrack.

The astute Leonard W. Jerome and William M. Travis were not able to make "the unassigned property" a success for the sport of kings. Glory beckoned elsewhere and in surprisingly strange ways—for Jerome, at any rate. Mr. Travis gave his name to an island playground of The New York Athletic Club, offshore near New Rochelle. Mr. Jerome became the father of Miss Jenny, destined to be the wife of Lord Randolph Churchill and the mother of Sir Winston.

It was in the mid-1890's that the city relieved the sportsmen of their burden and started building Jerome Park Reservoir on the west side of the acres, in anticipation of a

fast-growing Bronx. Toward the end of the decade, the remainder of the tract was conveyed to the board of higher education for a new Hunter College campus. Eventually, it was bounded by Goulden Avenue on the west, along the edge of the Reservoir, and on the east by Paul Avenue, originally Navy Avenue but renamed to honor Dr. Francis H. J. Paul, late principal of De Witt Clinton High School for boys. The school building on Mosholu Parkway was erected in 1929; later, in 1932, it had a near neighbor, Walton High School for girls. Van Cortlandt Park, with meandering Tippet's Brook and a stately mansion of by-gone days, stretched a fair distance off, westerly, while to the east lay spacious Bronx Park. It will be recalled that it was a Normal College alumna who, in the middle 1890's, suggested the New York Botanical Garden in the Bronx.

An appropriation of a million and a half dollars bound the new campus site to educational purposes. The sum rose to over twice that, in time. Day after day, Dean Hill might be seen walking through the corridors of the Park Avenue Building, with a roll of blueprints under his arm; he was faculty representative for the Bronx construction work. The architectural firms of Charles B. Meyers and Thompson, Holmes, and Converse prepared the plans.

The playhouse, or "little theatre," seats 300 and is a gem of exquisite type and proportions. Katharine Cornell once rehearsed *The Barretts of Wimpole Street* here. The Peter Clark Company, which built the playhouse, was famous for campus theatres, at Princeton, Yale, and Bryn Mawr. Nine college halls of modified Tudor Gothic were projected; the middle, towered one, would be for administration. Only four have been erected thus far, but building

will start in 1955 on a new unit for both day and evening sessions.

There was another matter to which Dr. Davis gave considerable personal as well as official attention. In 1903, the old Normal faculty had been permitted to join the Teachers Retirement System, but there was not much enthusiasm for it. Ten years later the President suggested that the city charter be amended to allow a retirement set-up for the Normal faculty. A half-decade passed before it received legislative sanction. By 1925, Dr. Davis had become convinced that a separate retirement system was a mistake, and he was big enough to say so. The Hunter system should be merged with the city's much larger organization. Actuarially, this was sound advice. When he asked the New York State Insurance Department for an opinion, the reply was prompt and definite, though rather negatively phrased: There seemed no compelling reason against such a merger. The City College had already cast its lot with the Teachers Retirement System, which had been reorganized in 1917 and was stronger than ever. Repeated appeals by the President to the Hunter faculty were unavailing. It was not until 1938, a decade after his day, that his views were respected and carried into effect.

In November, 1928, Dr. Davis applied for retirement. He had reached seventy in October. The trustees, reluctantly acquiescing, recommended that the higher board confer upon him the title of President Emeritus. They expressed appreciation of his untiring efforts and reviewed his more notable achievements. In his score of years at the College, the faculty and staff had increased tenfold; the student body, likewise. From 200 students in 1916, the summer

session now numbered 3,000. The extension sessions served an army of not far from 8,000, who attended in twenty-two places spread throughout Manhattan, Brooklyn, and Queens. The College had become the largest higher educational institution for women in the United States.

Even more important had been the changed rank of Hunter from a Normal school with liberal arts background to a liberal arts College with professional education for all who wished it. Out front among American institutions of learning, it was accredited by such bodies as the Association of American Universities, the Association of Colleges and Secondary Schools of the Middle States and Maryland, and the American Council on Education. Dr. Davis had given Hunter the prestige of Nu Chapter of Phi Beta Kappa. His own key hung proudly from his watch chain. He had raised the curriculum to a high level and encouraged extra-curricular activities. He had brought to the College professors like Edgar Dawson, Ernst Riess, and Charles J. Moore, men of ability, scholarship, and personality, who let in some fresh air from Princeton, Virginia, Heidelberg, Bonn, and Harvard.

But the greatest claim of George Samler Davis to grateful remembrance was the change he wrought in the spirit of the College. "During President Davis' presidency," wrote Professor Helen Gray Cone, although she was still an ardent admirer of his predecessor, "Hunter College escaped from her isolation. . . . In the olden days we were, figuratively speaking, surrounded by high walls. The walls were not prison walls but crowned with hedges, and we could see the sky. But the walls shut us in. Then, wanting a larger vision, some of us formed a stairway, and climbing up, envisaged the larger view, a view of students and of



colleges the country over. We realized then that the walls must be broken down, that the College must take its place in a changing world."

### EARTH HUNGER

How often have I schooled my restless heart  
No more to crave those joys that long were mine;  
To watch unmoved earth's pageantry depart,  
Nor grieve for what so soon I must resign.  
I am content (I think) to leave it all:—  
The mid-May orchard foaming on the grass,—  
The bluebird's tender, wavering mating call,—  
I will not hunger for them; let them pass.  
But then, what purple shadows in the pines!  
What sunrise glory on the hill-top breaks!  
The full moon through the groping hemlock shines!  
And once again the lifelong hunger wakes.  
O World-to-come of unimagined bliss!  
How can I leave for you a world so fair as this?

GEORGE MEASON WHICHER

## GOOD WORKS IN FEW YEARS

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The Hunter College that Dean Kieran knew as Acting President, during Dr. Davis's half-year leave, was very different from the Normal College that Gillet was called to administer a full score of years before. It was different not only in academic ways but also in its setting on Park Avenue. Above all, it was different in the faster tempo of life in New York and in the country generally. Though no one was wise enough to know it, the world was awaiting the dawn of a new and vastly different age.

The vicinity of the College was showing the inevitable changes so characteristic of a great city. Whether it is progress or just motion is for the social philosopher to say. In 1928, Henry Ford's "Model T" was almost as ubiquitous as the cigar-store Indian had once been, in his familiar fringed shirt, with a handful of Havanas in an outstretched hand. Sophisticated Park Avenue had retired him, along with other folk sculpture, to museums where moderns stand and wonder how even a simpler day could tolerate

such art. Limousines were making the Avenue a racecourse after the Fifth Avenue Coach Company had given up the idea of running buses from Ninety-sixth Street to Grand Central Terminal for the College's convenience. Madison and Lexington Avenues had to get along with trolley cars.

Smart shops had come to nearby avenues, Park and Fifth excepted. Taxicabs, not yet called cabs or taxis, whirled their "fares" about, but the coach-and-pair of the "carriage trade" had not entirely disappeared from the middle Fifth Avenue shopping district. Hunter College stood like a venerable landmark amid fast-rising apartment houses. Park Avenue had become a canyon of brick and brownstone palaces. On Lexington, the building line was varied and interesting in its own way. The beautiful Church of St. Vincent Ferrer had been opened on its old site in 1918. The New York Foundling Hospital was still where it had been for decades.

The most significant of all changes between 1908 and 1928 was in the attitude of young people toward life and living. Though the Wright Brothers had made their first flight in 1903, the revolutionary character of the event had not yet become apparent in 1908. The next twenty years witnessed the airplane grasping the imagination as fast as the automobile, especially after the youthful Lindbergh flew the Atlantic in 1927 while the whole world spent an anxious night. World War I made it impossible for college youth in future to think in the terms of preceding generations. The year 1900 had been different from 1870; so, 1908 from 1900, and 1928 from 1908. Faculties, likewise, sensed the change in the climate of adolescent opinion and outlook on life. Gone, for one thing, or nearly gone, were many Victorian reticences in speech and inhibitions in day-

to-day living. A new Declaration of Independence had been written by and for young people, for better or worse.

Dr. James Michael Kieran, in his upper sixties, succeeded Dr. Davis. He was inaugurated on March 26, 1929. The College chapel was gaily festooned for the occasion, a meld of older dignity with present. A feeling of joyous nostalgia flavored historical reminiscence and cast a spell over the remembrance of things past. The new President graciously wove the accomplishments of his predecessors into the design he hoped to fashion in coming days. There would be no revolution, not even a noticeable break in the College story, and yet the future would not be a mere extension of the *status quo*. Dr. Kieran's educational credo was direct and simple: He would maintain the intellectual and spiritual values of the long Hunter-Gillet-Davis period. He assured the large gathering of well-wishers that Hunter College would shortly occupy the Jerome Park acres. In accordance with a resolution of 1927, the Park Avenue site would revert to the city. Two appropriations, one of \$1,400,000, the other of \$2,500,000, had already been made for the new campus in the Bronx.

Two of the guests spoke with especial interest. The Honorable Joseph V. McKee, president of the board of aldermen—today, the city council—dissented from the views of a high university source that a college education is just a commodity, such as wheat or other grain, that it is a distinct detriment to the earning capacity of American youth, and that it robs young men and women of initiative. If so, declared Mr. McKee, "then we might just as well close this college." To support it longer would be a "culpable misuse and waste of public funds." This was a



stirring rejoinder from a public official who had been a teacher in the city's high schools and at Fordham.

The late John Huston Finley was typically Finleyan. A dash of attic salt touched off disarming egotism, breezy wit, poetic fancy, and seasoned sense. After his Presidency of City College he had followed Draper as state commissioner of education. At the moment, he was associate editor of *The New York Times* and would shortly be editor-in-chief. Finley echoed President William A. Neilson of Smith College, that whatever distinction there might be between men's and women's colleges it was a mere matter of emphasis, or little more, on subjects peculiarly appropriate to women students. Dr. Hunter's sparkling twinkle would have shown how much he enjoyed Dr. Finley, as all who were present did.

The inaugural over, President Kieran took the throttle and drove full speed ahead as if his term were to be as long as his predecessor's. His benignity and good humor saved many a situation. His "abilities, personal character, and knowledge of the work of Hunter," as Dr. Davis had remarked in commending his successor, were clearly manifest. Two examples of the Kieran manner and method may be given. Should a woman member of the staff resign when she got married? It was generally thought that she should; in fact, must. Most women on the College faculty had remained single, strange as it may seem today when so large a number of women on all staffs at all levels stay in the classroom after their marriage. Dr. Kieran's reply was brief and practical: the only thing such a person had to do was to file her married name for payroll purposes. When the junior high school movement reached the Model School,

the President had his misgivings but went along with Principal Hannah M. McLaughlin and approved a ninth year with the necessary change in title to the Hunter College Elementary and Junior High School.

A separatist drive began in the late 1920's at about the time that Dr. Kieran took office. The aim was to remove the College from the control of the board of higher education. The furore, never pronounced, proved to be "sound and fury" though it cannot be said that it signified nothing. The clamor, such as it was, led to clarification of the relative positions of the College and its associated schools. In April, 1929, the Hunter trustees became known as an administrative committee of the board of higher education; the City College trustees, of course, likewise. Out of one issue arose others. Was the new committee identical in function with the old board of trustees? Was it to act for the campus schools as well? The corporation counsel was asked for an opinion. Mr. Arthur J. W. Hilly promptly replied that the title "board of trustees" would still serve for the schools while that of "administrative committee" would cover strictly College matters. The board of trustees and the committee were composed of the same members of the higher board. It might almost seem that tweedledum and tweedledee had come into their own among learned folk.

The expansion of the College made revamping of student registration procedures imperative. The way in which the courses had increased—fivefold in a score of years—gave students' program cards a formidable look. Registration day was dreaded by the faculty. The girls hurried to College to be among the first in line for the program of courses and periods they wanted. Large departments found it par-

ticularly difficult. As Registrar Mary Belden James Lehn put it aptly, students "turned round and round on themselves" in the corridors. The air grew so depressing that some students weakened and dropped out. There was little or no time to give advice or even to inspect program cards. Mistakes were frequent; adaptation to individual needs, like as not, was a matter of luck. Such registration was of doubtful value.

The most promising remedy was what Mrs. Lehn called an "arranged program," a sort of modified preliminary registration. When the students had prepared a statement of the courses they desired in the coming semester, they reported for registration and filled out a set of cards based on the registrar's master program of courses, hours, and available periods. The system was first tried with freshmen, whose course offerings presented the fewest variations. Successful with them, it was extended to the upper classes.

For some time past, the honor system had been experiencing a precarious hold on life. Discussion was resumed on the wisdom of keeping it alive. President Kieran, who regarded it with a wary eye, appointed a faculty committee to restudy the whole subject. The result was a reprieve for the once "advanced" and highly respected innovation. Not a few of the faculty believed that any respite simply spelled a slow death, but the students approved it overwhelmingly.

Scholastic improvement was long overdue. After a spirited debate, "honors courses" were set up in classics, English, and German. Mature students of high standing might now pursue studies not necessarily connected with their regular courses. Some departments established local academic fraternities or chapters of national bodies. The ques-

tion: Fraternity or sorority? The students, with their usual good sense when let alone, settled it once and for all. It would be sororities. But this did not overhaul the curriculum. That must await a more convenient season.

On the adult and postgraduate level there was considerable growth, especially in the number of candidates for the M.S. in education. By 1925, Professor Adele Bildersee of the English department and Professor Adolph Busse, German department head, had laid the foundation of the Hunter after-hours service. Extension teaching was now coordinated with the summer session under Professor A. Broderick Cohen, a teacher of experience in Eastern District High School, Brooklyn. Thus began in 1925 his noteworthy service of more than a quarter of a century. The new director, it should be said in passing, had had much to do with the adoption of a sabbatical leave plan for the city school system. In 1930, the Brooklyn centers were reorganized as Brooklyn College in Flatbush; in 1937, the Queens branches became Queens College in Flushing. There were now four municipal colleges admitting youth of New York to the benefits of higher learning.

Conditions at Hunter High School were at once encouraging and challenging. The "mortality" was very much lower than in the city's high schools. Gratifying, but one had to consider the selective process which weeded out the less fit from the start. But where find room for the many who "survived"? They deserved better than they had. There was no telling how large a number would some day meet the traditional standards of this distinguished school. The Great Depression had not spent itself. Enlarged quarters were out of the question for the present.

Practice teaching was so restricted that 90 per cent of




Hunter's seniors expecting to teach were poorly prepared in this respect. With the closing of the training colleges in 1933 and the transfer of many of their students to Hunter, the situation became acute. Larger participation of the city schools—both elementary and high—seemed the only solution. Several problems immediately arose. Should the teachers who helped as supervisors receive extra compensation? If so, through the board of education or the board of higher education? And how much? Should they be recognized in some way as members of the College staff? There was professional good will on all sides, but the questions remained unanswered, and still are.

Most pressing of all the problems during Dr. Kieran's term of office was the completion of the Bronx buildings. He pushed the work forward as far and as fast as he could, in spite of the fact that seventy was now the retiring age and he was approaching it. Two units were finished:—one named for Joseph A. Gillet; the other, for George S. Davis. There was talk of a President's House, but it ended there. Happily, the little theatre was ready before financial stringency stopped operations in 1933. Mrs. Marion Rhoads Elliott, long prominent in Alumnae circles, had been the first assistant dean of the Bronx campus since 1931. When she died in 1933, Professor Hannah M. Egan succeeded her.

Next to advancing the Bronx building construction so well, the most important effort of President Kieran's tenure was the educational guidance program that Professor Mary F. Higgins, head of the education department, initiated and asked Dr. Marie K. Gallagher to undertake. Some might give this great service precedence in importance over the uptown campus. Certainly, it has had farther reaching

influence. A beginning was made in January, 1930, with the psychological examination of 230 freshmen who had been "warned" at mid-term. In February of the following year, the test was given to all entering girls. At first, the aim was to discover measures to diagnose success and failure early in a student's career. Comparative studies and statistical calculations were based not only on examinations but also on College ratings. In time, the results were used with 140 cases pending before the faculty committee on admissions. In time, too, a personal interview system was devised at the Bronx branch where a definite procedure was worked out for each student situation. Before the interview, all relevant data, such as high school marks, "Regents," College records, and psychological scores were assembled.

Professor Gallagher invited other Hunter agencies to assist, especially the registrar's office, the staff of the dean of students, and members of the department of speech and dramatics. The work soon became impressive and contributed a good deal to the solution of problems incident to ever-widening College interests and opportunities. The day of personal attention to the individual student, it had seemed, was about over, as the inevitable penalty of size. When educational guidance entered the over-all picture, the College years were kept from being a cold, impersonal experience. Many a time we have heard men and women say that their high school days were more memorable than their college years. They felt closer to teachers than to professors; they were better understood in high school than in college. Hunter has been doing its best to brighten this presbyopic experience.



## CHAPTER TEN

### ST. VALENTINE'S DAY, 1936

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President Kieran retired in 1933. "I want to have a little fun," he replied, when asked about his plans. He longed to write a history of the thirteenth century and to travel abroad with his son John, as in former years. Honors had come to him: LL.D. from Holy Cross; another from Fordham. The board minutes mentioned his "sunny nature overflowing in good nature—his insistence upon high educational standards—his militant spirit eager to fight for a right cause . . .," particularly where the welfare of teachers was concerned. In his nearly thirty years at the College he had supervised the education and training of probably a third of the city's elementary school principals and half of the teaching staff. Hunter was indebted to him for his "distinguished assistance in the difficult period of growth and expansion. . . . The College had profited by his sanity. . . ." The Danish-American artist, John C. Johansen, painted his portrait, which hangs today in Davis Hall on the Bronx campus. In the fall of 1953, a city high

school was named in his honor and a copy of the Johansen likeness placed in his memory.

Dean Hill became Acting President, and an able one. On September 1, 1933, Dr. Eugene A. Colligan, took office as the fourth President of Hunter. A graduate of Columbia, Dr. Colligan was in his middle forties. He held a doctorate in philosophy from Fordham where he had been a professor of history. His rise in the city's school system had been rapid: teacher, principal of Boys High School in Brooklyn, and, latterly, associate superintendent.

The inauguration took place on May 4, 1934. Distinguished guests attended in the old chapel of many a memory; among them were Bishop William T. Manning, the venerable Msgr. Michael J. Lavelle, President Nicholas Murray Butler, Chancellor James Byrne of the University of the State of New York, and Mayor La Guardia.

"Let me emphasize the fact," observed Dr. Butler, "that the first and chief duty of the educational process in a democracy is to make sure that every human being, however humble or however apparently insignificant, receives his share of the human inheritance. He is entitled to know before he goes out to the bitter task of life what sort of opportunities they are which open before him, what such opportunities have meant in the past, what has been done with them and how they have resulted, as either made much of or neglected. . . . Life is a continuous process, and the individual comes into it as an inheritor of a great estate. . . ."

The chairman of the higher board, the late Mark Eisner, declared that a college president, to be effective, must be a "leader of thought in an age of uncertainty, bewilderment and, in some parts of the world, medievalism. . . . Samuel



Johnson said that a great city is the school for studying life, and the president of a college in the world's greatest cosmopolitan city would be neglectful of his exceptional opportunities were he not an avid and an eager searcher after the knowledge which comes through intimate contact with the masses that make up our great community. . . ."

Chancellor Byrne harked back to his own college days. "There was nothing" then, he wistfully remarked, "that seemed to press for immediate decision. . . . But the courses . . . at the present day seem . . . to relate very closely to the problems of the day. . . ." He seemed pleased and probably most, if not all, of those present felt likewise.

With impulse though not the best of taste, His Honor lunged into Dr. Butler's words. The Columbia President, the Mayor fairly shrilled, had "stated that we should reach back for the experience of the past. Don't you do it, girls! . . . I can't look at children and students but what I am ashamed of my generation. That is why heads of faculties of our great institutions of learning become so important. . . ." Their job must be to set youth straight on their inheritance.

"The democratization of the higher education of women in this whirling world of changed economic, social and political conditions, together with improved educational methods and ideas," President Colligan assured his audience, "demands of us vision and growth. Education must aim at something more than merely the filling of minds with the things a cultured person ought to know and learn from our custodians of learning. . . . The main point of all educational reform is to find and serve individual pupil

capacity. Only on this basis, in a democracy which promotes equality of opportunity, can educational standards and curricula have meaning and vitality. Our problem lies not in the adjustment of the pupil to the college but in the adjustment of the college to the student. . . .”

Among Dr. Colligan's first duties was to find a successor to Professor Fleck of the music department. A careful canvass was made, and Louis Lucian Lambert selected. Professor Lambert was a schoolman as well as a musician, educated here and abroad. He had been head of the music departments of two professional schools for teachers. The President later praised him warmly for the service he had rendered Hunter College. Professor Lambert had elevated the department “to a plane higher than the plane” upon which he found it. Dr. Colligan singled out the excellent new curriculum in music, the choir, the orchestra that gave great promise, the addition of staff members of high qualifications, and “the effective training and wise direction” of the department generally. The “greatly increased student-hour registration” was also noteworthy.

President Colligan revived the idea of Hunter as a center of civic culture. He envisaged “a forum of the people,” where broad social questions might be discussed in a friendly atmosphere illumined and enriched by scholarly interpretation. This was somewhat on the order, though more broadly based, of the Graduate Club, that a number of alumnae had founded some years before.

It was clear that the President had no thought of abandoning Park Avenue for the Bronx, however alluring and historic those uptown acres. But would the old structure, once so beautiful with its wistaria-covered walls, prove adequate much longer? The board resolution of January

17, 1927, calling for the sale of the Sixty-eighth Street site, was still in abeyance.

The problem was soon solved—and in a most unusual way. The Associate Alumnae held their annual “break-fast” under strange circumstances on St. Valentine’s Day, 1936. On that historic morning, very early, the Gothic pride of former years was darkened and seared by smoke from a fire of undetermined origin. The stark ruins answered some questions and posed others. Eyes turned again toward the Bronx. The sad state of alma mater’s ancient edifice bewildered opinion for a brief moment. Dr. Colli-gan urged rebuilding at once on the old site. The Associate Alumnae were with him, and probably most of the faculty. The Lexington Avenue building was wholly inadequate for so large a number of students, though it was untouched by the fire. Temporary quarters had to be found, and they soon were at 2 Park Avenue between Thirty-second and Thirty-third Streets. The Thirty-second Street Annex with Dean Mary M. Fay in charge, was close at hand.

The High School was still in East Ninety-sixth Street. Through the courtesy of Temple Emanu-El, the Elementary and Junior High School was housed in the Temple’s schoolrooms on Sixty-fifth Street east of Fifth Avenue. Ever since the demolition of the school’s old brick building on Lexington Avenue, it had been occupying two upper floors of the College’s main building. One shudders to think of what might have happened if the fire had broken out in midday. There was much to be thankful for.

It was not long before the temporary quarters on lower Park Avenue were ready for use, all gaily redecorated in bright yellows, greens, pinks, and light blues, which Professor Joseph Cummings Chase, head of the art department,

suggested instead of the drab shades usually found in business buildings. The President deemed it wise not to wait and see what might be recommended after the authorities came and pronounced the lifeless landmark beyond hope. He appointed a faculty committee—Professors Cohen, Patterson, and the late Emma K. Temple—to help win public support to keep Hunter where it had been since the early 1870's. Mrs. Leslie Graff, Alumnae president, also acted promptly, appointing another committee to the same end. The student self-government association took an active part as well.

The situation presented difficulties. The neighborhood had become expensively residential. Much the same objections as in 1870 had to be met and answered. Mayor Hall, it will be recalled, lived so near the first site picked that he felt he must say "No!" A reasonably objective understanding of all the factors involved might spell "No!" in 1936.

To hold the College fabric together was not easy. The official annual announcement quickly shows this, for the whole program of studies had a long time-span. A girl could enter the primary classes, continue to high school, go on to College, and proceed to graduate work—all under one general administration. More or less settled conditions, the several divisions not too greatly separated, seemed imperative.

There were also other problems, some of long standing. The honor system was again troublesome. It had fallen into a state of "innocuous desuetude," if Grover Cleveland's famous phrase may be used. A revised plan was adopted in 1937, but the vote was so narrow that prophecy must be just a tired guess. Students were veering away—always



a bad sign. A compromise was debated at faculty meetings with student representatives present. How far the College had traveled before it was threescore years and ten! Nobody who attended those confabs will ever forget them. Should monitors at tests warn straying eyes by one tap? Two? Three? No answer seemed final. At long last, each class section was advised to take the honor system or leave it. After a fair, further trial it died. "Bully" published its obituary. Only recently, by the way, another honor system's demise was announced at Radcliffe.

Through affiliation with the American College Personnel Association and the National Vocational Guidance Association, the educational guidance bureau had been keeping in touch with "the most progressive developments" in its field. Special phases were studied on a wide scale. The bureau co-operated with the admissions committee on program and promotion. The aim was to assist the student in discovering her own potentialities and to guide her in planning and executing her College course so as to receive maximum benefit.

The bureau did not stop here. With the vocational guidance committee, it sought to help students finance themselves. A booklet, *What to Do in the World's Work*, was prepared by Professor Harriet H. Keith. Job analysis appeared with job opportunities, under such titles as *Positions Which Require Creative Ability*, *Positions Which Require Skills, Knowledge and Techniques*, and many others. At Hunter, 4 out of 5 girls felt obliged to seek outside work while they were at College. A far cry this from a century ago when only 15 out of every 100 women, and girls ten years of age or older, were gainfully employed.

The office of dean of students was also doing important

counseling, frequently of a very personal sort. Miss Wadleigh, Miss Woods, and Miss Leal had viewed their duties as largely disciplinary. From time to time, they gave useful advice above and beyond what the individual problem prompted. Their job was principally to check the "conduct shockers" before they got out of bounds. The reader must not gain a wrong impression, however. There was no academic narrowness in this. Any girl who appeared in an unladylike pose in classroom, lounge, or on the Tower steps offended against the proprieties of the day. When the title "lady superintendent" was changed to "dean," the character of the office changed, too. The original purpose did not entirely disappear; she was still the guardian of the best in conduct and deportment. But her attitude became more positive; perhaps we should add, more constructive. Dean Hickinbottom, and after her Dean Egan, and then Dean Anna G. Anthony have all looked upon their sphere as not so much one of correction as of constructive opportunity. Students no longer dreaded to enter the dean's office.

Nor should we omit reference to the casual, occasional helpfulness of other College agencies. Many a student has found in departmental offices just what she wanted. Registrar Lehn, her executive secretary, Miss Edna M. Romer, and other assistants, past and present, have often said the word that clarified a situation or solved a problem. In fact, the whole institution became guidance-conscious. The President's office became a wellspring of authoritative assistance under Mrs. Amy Hines Kimball and her staff. The present secretary, Mrs. Antoinette P. Jehle, and her associates have followed in the same helpful path.

In 1937, the educational guidance bureau suggested post-



*Courtesy of Robert Damora*

Hunter College Assembly Hall  
Park Avenue Building





*Courtesy of the Board of Higher Education*

The Bronx Campus—1955



ponement of a student's major until she felt a deep, genuine interest in a subject. An "orientation period" was conducted during lower freshman week. The Hunter curriculum was explained so that girls might view major choices in a larger frame of reference. College traditions and mores were made plain.

In February of the same year, the orientation period became a scheduled part of the student's program. "The benefits from this procedure are not altogether tangible," according to an official statement, "yet there is no question that students started upon their college course with considerably greater comprehension than in the not-so-distant days."

Out of freshman week grew the pre-admission program for high school applicants. The guidance bureau became a clearinghouse for admissions problems. Departmental representatives sat in with prospective freshman groups. Talks at high school assemblies and Arista meetings reached a still wider audience and fifteen-minute radio talks, a still wider field. A personality inventory of each applicant revealed valuable guidance data.

Mention of guidance problems invites attention to curriculum matters. Whittling here and there had gone on far too long. In the winter of 1933, the President appointed a special faculty committee, headed by Professor Philip R. V. Curoe, to restudy the course of study and to point out an underlying philosophy in a college such as Hunter. It was the first thoroughgoing research yet attempted. After several interim reports Dr. Curoe submitted a complete draft in 1938. Extended faculty consideration followed. The study continued beyond that date, however; in fact, it still continues through a curriculum research committee.

The aim is to reconcile "student aptitudes, interests, and needs . . . with present occupational demands." This, Professor Curoe adds, is a real and never-ending "challenge to enlightened liberal arts college administration in our day."

The new curriculum, Dr. Curoe advised, should provide a core of special-interest studies with connected enrichment courses. The core would afford "breadth of culture" and "a defined degree of mastery" over the tools of knowledge. Specialization would "develop competence in some field of human culture," whether or not vocationally pointed. Thus the major-minor subject choices were given a practical as well as rational approach.

The prickly problem of vocational courses in a liberal arts college was handled with due regard to past and present theories. Hunter would not go all the way with the counsel that any distinction between the fine and the useful arts ought to be forgotten. It would rather make provision for what may be called "vocational specialization," without waiving the major enrichment requirement to make room for it. The departure from other days was in the direction of enlarged freedom in a student's choice of additional optionals.

In sum, Hunter's new curriculum conserved the best of what had been and advanced to higher ground. Both theory and practice showed the way. Freedom and prescription, liberal arts and vocational studies, were all there but with due and sincere consideration for their respective rights.

None of the changes in the pattern of College life has been more definitely indicative of adulthood than has the attitude toward social activities. A half-century or so ago, it may be recalled, the Greek-letter society was called a

fraternity—for a time only one, but several more within a few years. There were even Greek-letter basketball and bowling teams. As the College grew, timidity vanished and masculine nomenclature ceased to appeal. "Sorority" won its proper place and English club or team took over from the Greek, restricted now to the more social side of campus affairs. So numerous did Greek-letter sororities become that a Panhellenic Association was formed to give them inspiration and direction but not dictation. Though the Greek-letter sisterhood has prospered, it has never usurped the spotlight as it has on many a dormitory campus where college halls at times seem secondary to "frat houses." A municipal "sidewalk pavement" college, with all its drawbacks, can stake out its own ways and enjoy them.

There had been a feeling, not infrequently expressed, that secret societies do not reach down far enough in the economic and social strata of the student body. They are also too expensive for many students. In the latter part of 1937, House Plan came to Hunter and began to encourage a wider interest in club life. More and more girls now found companionship where they might share hopes, dream dreams together, exchange confidences. "The technique of discussion," wrote a faculty member, "needs careful protection . . ." It has been so protected in sorority chapter and in House Plan unit at Hunter College. This is one reason why they flourish. Incidentally, both Panhellenic and House Plan did a major, splendid work during World War II, and without fanfare, as did also such organizations as AA, Toussaint L'Ouverture, and others, not forgetting Student Council and its wartime committees.

It was only natural that occasionally extra-curricular activities seemed to be fraying on the margin of common

sense. Colleges, like individuals, have their growing pains. Some faculty members got academic jitters in the trying days before America became actively involved. Agitation might be expected to go pretty far now and then, as during the controversy over a chapter of ASU (American Student Union). A vigorous breeze began to blow on staid Park Avenue. But it turned out to be more of a zephyr than a "big wind." There were "active stands," as the more audacious styled them, but they were for the most part sincere expressions of student opinion. Adolescents frequently believe that the world may not survive their generation if their views do not prevail. Congressional hearings were followed with an eagerness generally associated with a World Series. "Peace activities," under one name or another, led to the "Armistice Day Peace Mobilization" of 1937. "Bully" was as outspoken as ever *Echo* in its younger days. "Letters to the Press" filled column after column. Perfervid speakers at forum, club or class meetings did not invariably say what their elders, who had forgotten their youth, thought expedient.

Campuses across the land showed similar zeal, often with a conservative strain appearing, too, as at Hunter, where Student Council participated in a number of worthy causes. The Herbert Hoover Relief Drive was one of these.

When the College temperature reached 98.6, a faculty standing committee was appointed to look into the whole policy of student activity. The late Professor Lao Genevra Simons was chosen chairman. She had long been connected with the College, as student and teacher, and was now head of the mathematics department. Her wise counsel and understanding gave the right leverage to further discussion, which became a meeting of minds rather than of



tempers. Altogether, there was excitement a-plenty, but let it be remembered that it was a period of stress and strain for many a student who feared what might happen if war came with all its dislocations of family life.

On January 17, 1938, the higher board took notice and revised its bylaws for all of the municipal colleges, as follows: "Any group of students may form an organization, association, club or chapter by filing with an officer to be designated by the faculty (1) the name and purpose of the organization, association, club or chapter, and (2) the names and addresses of the president and secretary." But, "no group with a program against religion in general or against the religion of a particular group or any race," would be permitted to organize. No organization, military or nonmilitary, unconnected with the College, would be allowed on the campus without authorization.

This by-law, in a sense, was an extension of another requiring students to obey authoritative rules and regulations, to attend to all college duties punctually and courteously, to use the property of the institutions with care and economy, to conduct themselves according to good manners and good morals, and to observe city, state, and national laws on the campus and everywhere else.

From student affairs the board turned to administration, broadening its base and democratizing its spirit. In future, the instructional staff of all ranks on permanent tenure would constitute the faculty. About 10 per cent of the whole body would form a council to function between meetings. The members would be elected or serve by virtue of administrative office. Department heads would henceforth be chairmen elected by their several groups, with possible re-election. A committee on appointments and

budget—"P and B"—would have general oversight of such matters, including promotions, as well as help prepare the College budget. A "little P and B" would be elected by each department. An academic deanship, a new position or "budget line" as it is called, was established to relieve the President of some of his administrative duties.



## CHAPTER ELEVEN

### A NEW DAY AND A NEW LOOK

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On June 30, 1939, Dr. Colligan applied for a year's leave. He had been feeling the weight of "overwork arising from the new building problems and . . . the heavy administrative load of a scattered plant." In the fall, he tendered his resignation effective at the close of his leave. The "initial supervision of the construction of the new Hunter building also fell upon him," the board minutes went on to explain. The effort had been onerous even with the able co-operation of Dr. Louis L. Illich who served as the late Dean Hill had done for the Bronx buildings. A colleague remarked: "Oh, the hours they spent trying to reconcile ideas of faculty and architects!"

President Colligan's resignation evoked further praise of his administration. The board stressed his "devoted labors in the development and upbuilding of Hunter College." He had had to conduct it "under the administrative handicap of functioning in six different units . . . in Manhattan

and the Bronx." Besides the Lexington Avenue center and the Bronx campus there were the High School in East Ninety-sixth Street, the Elementary School in East Sixty-fifth Street, the College at 2 Park Avenue, and the College Annex in East Thirty-second Street. As the board resolution phrased it: "The directive labors . . . this involved received . . . [his] untiring and conscientious attention." The College had "materially profited by his administration and by his assiduous loyalty to its welfare."

The Associate Alumnae presented Dr. Colligan with engrossed resolutions of which he might well be proud. Faculty and students also offered their meed of appreciation.

As usual, about once in a generation, retirements come one right after another, at shorter or longer intervals. Around this time the following faculty members left Hunter: Professor Claudine Gray, able successor of the able Dr. Aubert; the late Professor Blanche Colton Williams, scholarly writer and critic, who had followed the much-loved Miss Cone as English head; Professor Busse, who died only last summer, German chairman and first director of extension sessions; Professor Lambert, who did not stay long enough to play the new organ he had dreamed of and the Associate Alumnae presented to the College in 1940.

In late summer of 1939, George Nauman Shuster, formerly of *Commonweal*, became Acting President and academic dean; the latter title has since been changed to dean of faculty. At board meetings and among the faculty there had been discussion of a "member of the family" as Dr. Colligan's successor. Two or three professors were prominently mentioned. A rumor, not very audible, floated through the College halls that a woman would be the next



President. Finally, it was decided "to go outside" and appoint some one who was not connected with Hunter College but who had had academic experience. Dr. Shuster was the former head of the English department at Notre Dame, his alma mater, and more recently professor of English at St. Joseph's College for Women, Brooklyn. He had served in the intelligence division of the United States army abroad during World War I. The board chairman stated that he had "literally the most superlative recommendations as a man, as a democratic citizen and educationalist, a keen scholar in . . . English and German, a true gentleman of high integrity, liberality of outlook, sensitiveness of feeling, and genuine piety in devotion to the best spiritual heritage of mankind."

The laying of the cornerstone of the new Hunter marked the seventieth anniversary of the College. The old edifice had cost upward of a million; the new sixteen-story palace, some six millions. "We know," observed Mayor La Guardia, "that . . . the hope of all the world lies in the salvation of the American system of government." The only way to take up the challenge of subversive propaganda was by "doing something actual for the youth of America . . ."

Chairman Tead spoke in a reflective mood: "We have turned away at this noon hour . . . from all our randomness and often irrational actions in a highly disorganized world . . . We are here to seal the cornerstone of a habitation of shared learning, of associated truth-seeking, of organized and sustained inquiry into the ways of mankind's mastery of the world . . . The College stands as . . . the great conservator of the spirit of truth-seeking . . . This is its unique . . . momentous function . . . My deepest

prayer . . . is that . . . , as we build, we shall not be found to be laboring in vain."

The firms of Shreve, Lamb, and Harmon and of Harrison and Fouilhoux caught the vision. Difficulties of space and zoning were overcome. Gothic was by-passed in favor of the functional. The edifice would be "the logical and simple answer to the demands of an unprecedented program." Time would justify this prediction.

Lewis Mumford, distinguished critic and former member of the higher board, has called the Hunter assembly hall about the finest thing of its kind in New York. In certain respects, it is better than the Music Hall in Radio City. In his article, "The Skyscraper School," which appeared in *The New Yorker* in November, 1940, Mr. Mumford wrote most appreciatively of the spreading apron of the stage, gracefully curving to the stairway on either side. The sturdy, rectangular columns as they meet these steps impressed him particularly, the great, sweeping curves of the ceiling making an imposing frame for academic pageants and processions, scarcely possible to surpass. Commencement in this great assembly hall is memorable—faculty and College guests moving down the stately stairways to the majestic strains of Elgar's *Pomp and Circumstance*.

A well-equipped infirmary is on the fourth floor, with nearly a score of beds for emergency use. Of late, a still larger space has been set apart for faculty relaxation between or after classes. There are several gymnasiums and a standard swimming pool. On the Park Avenue side, from street to street, are lounges for especially important social affairs. Classrooms, offices, laboratories, with the lounges, occupy three-fifths of the floor area. Natural light is thus

at a maximum. Corridors, staircases, and elevators are brightened by innumerable electric bulbs. Mr. Lamb, who planned Fifth Avenue's Empire State Building in 1930, with its myriad of light-flooding windows, helped design Park Avenue's educational palace in 1940, with its wall-space almost entirely of glass to give the interior as much direct sunlight as possible.

A very important feature of this "Palace of Park Avenue" is the library with its stacks for a quarter of a million books. The reading rooms seat a thousand students. Seneca believed that "a multitude of books distract the mind," but Thomas Jefferson thought otherwise and made the library the center of his University of Virginia campus. Other colleges have followed his lead. Hunter agrees, but it might have been better if the library were on lower, more convenient floors.

Art studios and music rooms are not the least favored by any means; nor are the chemistry and physics laboratories. A playhouse, designed by Lee Simonson, is located between the old Lexington Avenue building and the new edifice. It seats several hundreds. The acoustics could hardly be improved. Gray is the decorative tone and, some would say, a bit severe.

The Elementary School, no longer a junior high school as well, has seats for 500 to 600 pupils in a separate section of the main building, on Seventy-ninth Street, a few yards west of Lexington Avenue. It has elevators and other facilities all its own. The High School, after a lifetime of wandering, is now in the Lexington Avenue wing; for how long, no one can say. The urgent need of a more modern building must be met some day.

The students' diningroom, Mr. Mumford reflects, might

have been a very dull place since it is in the basement, but light-blue walls, gleaming tiles, and yellow-cushioned chairs make it about as satisfactory as such a vast area can well be. The critic dwells on the architects' employment of color in particular and is regretful they did not go farther. The faculty diningroom is not a whit less lovely; its biggest drawback, a serious one, is poor ventilation. The illumination is excellent, deriving from a panel suspended from the ceiling. There is almost literally an outburst of light suffusing the windowless room.

Dr. Shuster assumed the duties of fifth President of Hunter College on September 1, 1940. The line of New York schoolmen had been broken. The College, it seemed certain, would sight new horizons, with the liberal arts and a broader faculty background more in evidence than ever in the more recent past. A full week of festivities signaled the induction of the President and the dedication of the building. There were social teas, receptions, dinners, student-parent days, and a Student Council assembly. An academic symposium, led by Dr. Curoe, took the theme topic: "The Rôle of the College Woman in a Shaken World." The Associate Alumnae gave a reception and tea on the afternoon of October 8; the dedication dinner was held that evening at the Savoy-Plaza. The Hunter faculty club gave a reception and tea on Thursday afternoon; the inaugural dinner followed in the evening at the Commodore.

At the dedication ceremony, the Reverend Professor William Adams Brown, of Union Theological Seminary, pronounced the invocation and benediction. The Honorable Stanley M. Isaacs, once a Model School lad, made the formal presentation of the building, and Chairman Tead



responded. The students' obligation to city and nation was great, Dr. Tead reminded his hearers. The new edifice was a credit to those who had erected it. The aim of Hunter College, he continued, must ever be the promotion of truth, beauty, and righteousness. *Psalm CL* by César Franck preceded the Mayor's few words. Semiserious, semihumorous, Mr. La Guardia minimized the importance of the building and stressed the quality of the faculty. A board member, Professor Harry J. Carman, later dean of Columbia, traced the long struggle of democracy and its implications for the education of youth in the American way of life. Mrs. Walter S. Mack, Jr., chairman of the Hunter administrative committee, thanked the architects for realizing so grand an ideal in the great tradition of Thomas Hunter. The Honorable John M. Carmody, of the Federal Housing Administration, also spoke and the Maine scholar and poet, Robert P. Tristram Coffin, read his moving, homespun dedicatory ode, "The Palace of Park Avenue." Mrs. Theodore E. Simis, president of the Associate Alumnae, formally presented the new organ. The national anthem brought the ceremonies fittingly to a close.

The inauguration took place in the assembly hall at two o'clock on October 10. Dignitaries of city, state, and nation graced the stage. The Rt. Rev. Msgr. Patrick J. Barry, rector of Immaculate Conception Seminary, offered the invocation. This was a moment, observed the Mayor, of largest significance—far larger than the dedication, imposing as that had been. For here and now the "most precious gift" the city had to offer was being committed to a new leader. Young women of the municipality were the hope of the future beyond what any human eye might see. Paraphrasing Cicero on a very different occasion, His Honor

continued: "Nature has given them charm; education will give them force. Heredity has given them courage; training will give them competence." Chairman Tead dwelt once more on the high, threefold aim of truth, beauty, and righteousness.

Mr. Van Wyck Brooks, critic and literary historian, called attention to the fact that we live in a time of so much confusion that "the public has a right to expect from its poets and thinkers some light on the causes of our problems and the way to a better future." Though few present-day writers were "living up to these expectations," he mused, many had done so in the past. There was good reason to be optimistic. The "true public function he had in mind would somehow be performed. The times, beyond all question, were "one of the brilliant epochs of human history." We were "obviously in the midst of a revival." Never before had American authors exerted so great an influence abroad. The relation of this to education in a free college must be apparent.

After "In Modo Exhortationis," an adaptation from Johann Sebastian Bach, came an illuminating address by Dr. Jacques Maritain. The distinguished philosopher and critic stressed the need for that type of culture which exalts the moral element, if it is to survive. Knowledge will not be enough. "How to be" is of greater importance than "How to do." The real goal of education is the complete development of the human being. Human dignity demands that the state serve men and women rather than that men and women should live at the state's beck and call.

Dr. Guy Everett Snavely, executive director of the Association of American Colleges, brought greetings and

prophesied that Hunter College under the leadership of the new President would merit its motto: *Mihi cura futuri*.

Dr. Shuster's inaugural address tuned in the high notes of educational idealism without omitting the undertones of daily life. The attributes of an educated man or woman are freedom, progress, alertness, discipline, and courage. The primary function of the higher learning is to build personality. College administration must find its strength in the whole-souled co-operation of all concerned, aware of their responsibilities, alike to themselves and to the community. Among the specific objectives which the President saw for the days ahead at Hunter were greater medical and religious guidance facilities, larger and more certain vocational opportunity, and a program for adequate preparation of students in homemaking and child rearing. The immediate future glowed with promise of yet wider perspectives, more broadly extended vistas of usefulness, and farther and brighter horizons. Earnest, idealistic practicality was manifest in every sentence that the new President of Hunter uttered at this milestone of its history.

The inaugural ceremony was held to the high key by the Reverend Dr. Louis Finklestein, president of the Jewish Theological Seminary of America, who pronounced the benediction.



## CHAPTER TWELVE

# FUNCTIONAL ARCHITECTURE FUNCTIONING

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President Roosevelt, Governor Lehman, and Mayor La Guardia visited Hunter College late in the fall of 1940. Affairs of state had kept the Chief Executive in Washington at the time of the formal dedication. He now "made amends," as he said, and his former neighbor readily forgave him. (He had once lived at 47-49 East Sixty-fifth Street.) In high good spirits and looking fitter than in years he chided His Honor for trying to take all the credit for the new "Palace of Park Avenue." Remember, he jocularly remarked, it was the gift of the Federal Works Agency of the WPA (Works Progress Administration). Neither he nor the Mayor mentioned the lowly taxpayer. All in all, it was an hour to remember in a memo book of rare occasions.

The new building pleased everybody—or nearly everybody. The sunny quarters were charming, "most livable," as a faculty member expressed it. The art and music folk



were ensconced on the top floors. Someone had understood that a studio needs light as well as height. The outer terrace, far above the sidewalk, became a sketcher's haven. The speech department looked forward to a workshop for radio, dramatics, program direction, script writing, broadcast observation, and even broadcasting itself, eventually. The dynamic spirit of the late Marjorie B. Sargent, gifted teacher of a generation past, seemed to echo the applause. Other departments explored the varied possibilities and pronounced them good. The bookroom was well located—better than ever before—in the basement opposite the student exchange, or supply store, an agent of Student Council. In 1940, the stock of textbooks topped the 70,000 mark.

Of course, rumors of dissent were afloat outside the College. Modern functional architecture had a queer look as one glanced north and south on Park Avenue. Truly there was nothing like the new Hunter. But the residential character of the Avenue had been changing. The Frick residence had become a museum, with an Art Reference Library east of it on Seventy-first Street. The Redmond mansion on East Sixty-ninth Street corner, opposite the College had been replaced by the Union Club. There has never been any set architectural pattern in New York. The city has grown up like Topsy. A few old-time residences remained residences. The renaissance jewel of the late George Blumenthal, president of the Metropolitan Museum of Art, was one of these. It stood at the southwest corner of Park Avenue and Seventieth Street until it made way for an apartment house. In the Bronx, the College neighborhood showed very little change.

When President Shuster held his first formal assembly

for upperclass students in October, he urged them to work hard to make the new building a model of decency, efficiency, and beauty. "Whatever reflects on the reputation of the College," he observed, "reflects on your opportunity to find a job in the outside world." He took up the prospects of enlarging social contacts and wider religious activities, which he had foreshadowed in his inaugural address. Realization came most unexpectedly.

Mrs. Sara Delano Roosevelt, mother of the President of the United States, died in 1942. The two-family Roosevelt house on East Sixty-fifth Street, only three blocks south of the College, was offered for sale. Dr. Shuster suggested its acquisition as a social and religious center for Hunter. Mr. Henry Monsky, president of the B'nai B'rith Foundation, Mr. John S. Burke, head of B. Altman's, and the Honorable Charles H. Tuttle, well-known lawyer and member of the higher board, became a committee to initiate the raising of funds to purchase the historic dwelling from President Roosevelt. State Senator Frederic R. Coudert, Jr. and Assemblyman MacNeil Mitchell steered the project through the legislature and Governor Dewey signed the incorporation papers on March 20, 1943. Thus, the Roosevelt house settled down in dignity again, this time as a place for student social and religious life "amid quiet, homelike surroundings." The theme-motif is expressed in these words: "World friendship through understanding." The aims also exemplify the observation of Harvard's philosopher, the late Alfred North Whitehead, that God is the binding force in this world.

The Sara Delano Roosevelt Memorial House was dedicated on November 22, 1943. The governing board is the Hunter College Student Social, Community, and Religious

Clubs Association. Mrs. Ruth G. Deiches was the first director, and Miss Thelma Vint, the second; both were devoted to the purpose and work of Roosevelt House. In 1948, Dr. Margaret A. Rendt succeeded to this difficult post, where tact and firmness are required along with what must of necessity be uncharted paths, rewarding as the journey is. The annual budget is raised by the Associate Alumnae, the Association of the Neighbors and Friends of Hunter College, and other civic bodies and individual well-wishers, as well as the College student clubs and resident organizations. The Alumnae have honored the House by making it their headquarters for which they pay a helpful rent.

Roosevelt House is "at home" to faculty members, alumnae, students and their parents, and, of late, to representatives of widely differing national and racial backgrounds. The House enjoys the continuing interest of many men and women, among them prominently: Mr. and Mrs. James Picker, the Honorable and Mrs. Charles H. Tuttle, and, of course, Dr. and Mrs. George N. Shuster. They have been a tower of strength. Hunter College owes them an unpayable debt of gratitude.

The rooms have been decorated by good friends. The George Gershwin piano in the charming Picker Room was the gift of the late musician's generously thoughtful mother. On the walls hang portraits of President Franklin D. Roosevelt and of his mother, and of Mr. A. C. Horn, "the tireless treasurer," who did more than can be adequately told in a few words. Joseph Cummings Chase's portraits of Hunter girls in World War II service uniforms give the rooms a collegiate and patriotic air. Paintings borrowed from museums or private collections are occasionally ex-

hibited. Especially worth mentioning is the recent exhibition arranged by the Association of the Neighbors and Friends to stress "the cultural contributions of the Dutch to western civilization and to New York in particular." This Association was the official participant in the Tercentenary Celebration of 1953, which marked the 300th anniversary of the incorporation of the City of New York.

Perhaps a list of recent Roosevelt House activities selected more or less at random for a typical week will indicate as well as anything the scope of its service: Monday, 3 P.M., a tea by a faculty member for her students; a classical club meeting, same hour. Tuesday, Polish Club supper. Wednesday, Hillel Foundation meeting, 3 P.M.; afternoon and evening conference of Chinese students in metropolitan area. Thursday, 3 P.M., Pan-Orthodox Christian Society children's party. Friday, Kieran '45 House Plan, evening dance. Saturday, Panhellenic evening dance.

B'nai B'rith, Hillel Foundation, Newman Club, Canterbury Club, Lutheran Club, College Protestant Association, Toussaint L'Ouverture, now interracial, and other groups, as well as the Hunter Round Table of the National Conference of Christians and Jews, all meet in this old residence rich in so many memories. The Junior Associates, recent graduates, conduct an American Muse Series of lectures and discussions on various facets of our national culture. There are also monthly parties at Roosevelt House to entertain military officers and hospitalized veterans. Dances were arranged last year as a New York Foundling Hospital benefit. A young artist concert was also given.

The Bronx campus has its own social and cultural life, and has still larger facilities in prospect. The attractive Lehnerts Rock Garden is an inviting place for leisurely



chat and on-the-spot study. It was set apart in 1940 to honor the late Professor Edward M. Lehnerts, long chairman of the department of geology and geography. This rock garden is believed to be the first out-of-doors geological laboratory in the country. Not far away is a sunken garden. Semantics, art, and imagination can do a good deal for a big hole in the ground.

Dr. Eleanor H. Grady, dean of faculty, issued the first Hunter College "Dean's List" in November, 1943. When Dean Grady retired, Dr. Mina S. Rees, a former member of the faculty, succeeded her after an interim when Dr. Herbert N. Otis served as acting dean. In the fall of 1951, Dr. Grady received the first Woman of the Year in Education Award of the American Association of University Women in New York, while she was serving as Acting President during Dr. Shuster's year and a half absence as United States Land Commissioner in Bavaria. Professor Rees had been decorated by King George VI for World War II "service in the cause of freedom." Before returning to Hunter, she held an important executive position in Washington, D.C.

To "make the Dean's List," a student had to have 30 credits or more of work at Hunter, with at least 12 credits and an index of 3 or better in each of the terms immediately preceding the listing. The index was determined by assigning weights to college grades: a maximum of 4, a low of 1.6. Forty per cent of the girls on the first list had averages of 90 or over. Many of them had come from the city's high schools. A "disturbing minority," as Dean Grady called it, had lower grades than expected. This probably indicated the need of a closer understanding of high school aims and methods. Neither College nor schools

should stand aloof; their interests are too intimately allied for that.

The first pre-admission assembly was held in February, 1944, to give young applicants a general picture of what Hunter was like. Many parents accompanied their daughters. President Shuster called the College a "gateway to opportunity." It fostered what he termed "a serenity—an inner steadfastness, which comes from knowing the purposefulness of life and from sharing in the goodness and beauty which have been created, for all to share, by the mind of man."

According to St. Paul, God gives some people "the spirit of slumber." Such folk are not to be found in the campus schools of Hunter. The Elementary School—the Model Primary School of old, but greatly changed—had been brought in line with the prevailing six-year pattern of the city's lower schools. The three junior high years had been merged with the Hunter High course. A pre-kindergarten class for children three and a half to four years of age was projected to round out what is nowadays called early childhood education.

About this time, Principal Florence N. Brumbaugh organized an interesting experiment to uncover ways and means of handling problems peculiar to gifted children. An advisory committee of educators was appointed—some from Hunter, some from other colleges in the metropolitan area as well as from the staff of the board of education. Dr. Irving Lorge and the late Dr. Rudolph Pintner, of Columbia, and Assistant Superintendents Benjamin Greenberg and Jacob Theobald, of the city's public schools, were among the counselors. Dr. Curoe, Dr. James M. O'Gorman,

Dr. Frank T. Wilson, and the writer, among others of the Hunter faculty, also served.

Hunter College High School, under the late Mrs. Jean F. Brown, held to its traditional academic standards with loyal devotion. A good many scholarship awards testified to exceptional work. College entrance examinations proved the great worth of the liberal arts program when ably taught.

Campus school teachers have not been unmindful of what President Shuster calls "the flowing over of intellectual vitality" in productive scholarship or related scholarly pursuits. The direction of their efforts has been largely toward articles, reports, and similar studies, radio addresses, and papers read at meetings, where forward-looking educationalists discuss advanced movements in theory and practice.

It will be recalled that tenure for teaching service did not exist in 1870 and for many years afterward. No doubt, President Hunter favored it but, for this reason or that, never gave it his serious attention. It is only fair to add that permanent tenure was not part of the academic picture in his day. Faculty positions seemed secure enough; this was the common thought the country over. As a matter of fact, however, the services of any officer or teacher at Normal might be terminated on a month's notice if the faculty so recommended, but I have found no instance of this occurring. Regular tenure later prevailed, it is true, but what the term really meant was not too clear.

Faculty discussion and urgent representation finally induced the city to accord a sort of permanent tenure to all who were not mentally or morally incompetent. A

probationary period was also a prerequisite. But the best of teachers still felt uncertain and insecure. Under-registration could unsettle the presumed fixity of an instructor's position by eliminating his classes, as in extension teaching, where a minimum enrollment is usually required "to float" a class. Dr. Hunter believed he had solved this administrative problem by shifting teachers from a low-register to a high-register subject. The rapid advance of specialization, however, made such a procedure more and more difficult. It is also educationally rather undesirable.

Proponents of permanent tenure therefore persisted until appointments and promotions were made "for the college year," a custom in many institutions today, with no end of trouble and heartbreak at the year's close. In New York, as a rule, "for the college year" meant during good behavior. The President recommended and the board very generally went along, though not necessarily or invariably. Since the word of one individual remained dominant, highly placed and responsible though he was, this was not permanent tenure in a realistic sense. Faculty efforts continued. At last, in 1939, a bill giving words reality was prepared and passed at Albany. Governor Herbert H. Lehman signed it. The higher board had already approved the step, the preceding first of September. So far as members of the instructional staff were concerned, security seemed assured. Several years thereafter, administrative officers were given similar protection, unless gross inefficiency or other inadequacy were proved.

In 1940, most of Hunter's clerks were transferred to Municipal Civil Service. They thus received tenure and related benefits. But a majority of the staff were not too well pleased. For the Civil Service Commission introduced



another voice into their affairs. Appointments and promotions would depend largely upon the results of tests administered by an outside agency. A College rating board, composed of faculty and clerical staff, was set up to review official Hunter ratings before they were sent to the commission office for further review and use in making up the total civil service mark. Since the commission did not always agree with the College rating board, and seemed to weigh service differently, there was friction not infrequently. The chairman of the board often went to 299 Broadway, civil service headquarters, to straighten things out.

It may also be said in passing that there was a notion, based on more than just rumor, that qualifications for College clerkships might ultimately be lowered. The A.B. was required for a Hunter clerical position but not for the ordinary civil service job, generally speaking. If, in time, there should be a single eligible list for all in civil service, the future would doubtless see a number of clerks with a background of experience and education not quite suited to College offices. As has been indicated, Hunter clerks often give advice to students. On the whole, though, all things considered and despite all objections, the new system under civil service has worked out pretty well.

In the old days, the janitor—later, custodian, and still later custodian-engineer—received a sizable sum of money out of which he paid his helpers, on a per diem basis if he wished. He could “hire and fire” at will. Serious inequities, if not gross injustices, were likely to arise from time to time. The work of the custodial force had changed radically since 1870, and even greatly since 1930. When the new building was finished, with the Bronx campus also in

full swing, the complexity of the situation grew apace. The two large plants were far different from the one-and-a-half floors at Broadway and Fourth Street. The cost of window-cleaning alone at Park Avenue equaled the expense of yearly janitorial service in the early years. On September 1, 1941, the law was extended to the custodial staff, more or less as it covered the clerks. The custodian-engineer and two of his helpers had been given civil service status three years before.

Special problems of extension teachers still remained unsolved. Salaries and hours depended upon class registration or were fixed at a low minimum per hour. There were no salary schedules as in the day session; there was no tenure; there was no remuneration for holidays. Retirement pay, even sick-leave benefits did not exist. Thus, there were few, if any, incentives to do better work or even good work. Summer sessions were in similar plight.

But conditions were much the same elsewhere. The whole extension service had grown by leaps and bounds, with the scantiest and most grudging of academic recognition. A university professor was once heard to say to an afternoon class: "I know that most of you people are just doing this work to get credits for a degree some time or a promotion in the school system. You are serving time, so to speak." This attitude was not limited to a single professor, or to a single institution; it was rather typical of many. The whole problem needed thorough ventilating and competent study in the light of heightened interest in part-time classwork. Some educators were sure that a merger with day sessions was the only solution.

A major curriculum change—the first since 1938—came in February, 1943. Four groups of studies were presently

opened to matriculants; these were music and art, science, languages, and social science. Students would be obliged to select a departmental major or an interdepartmental field during their freshman year. They might finish most of their prescribed courses in the first two years. The departmental majors were of two types: Type A—the usual subjects in a liberal arts curriculum, with the addition of Hebrew, home economics, and statistics; Type B—business education, pre-medical, and pre-social work. The interdepartmental fields were “integrated groups of courses offered jointly by three or more departments.” There were three such groups: American civilization, humanities (literary masterpieces), and international affairs. The major consisted of 24 credits, usually taken in one subject and accompanied by a minor of 12 credits. Each field consisted of 35 to 55 credits, which were often combined to afford “the broad culture of the liberal arts curriculum with a general foundation for a specific vocation.”

The system of interdepartmental fields was Hunter's answer to the oft-repeated criticism that courses of study tend to overlap through overdepartmentalization. Some colleges divide their curriculum into three or four, others into as many as five fields. The difficulty is, and has always been, that certain subjects will not “stay put” in any one area because they belong in several. Some are both cultural and utilitarian or vocational in pedagogic approach. For instance, a modern language may hold its place in the course of study for one or both of these reasons: to meet the needs of a future receptionist in a hospital or other institution; to satisfy the requirements for teaching it in school or college. A further difficulty with merging of subjects into larger areas is that of teacher-supply. How many fac-

ulty members feel capable of teaching in more than one field, or two at most? On the other hand, have we gone too far in specialization? Consult almost any college catalogue and see how many divisions most subjects have.

Before her junior year, the Hunter girl with a departmental major would henceforth select a minor "in a field or fields different from that of the major allied to it in such a way as to form a genuine enrichment of the major." A list of approved minors was posted to help her decide. The bureau of educational and vocational guidance offered further assistance. Qualified students might elect a special minor, such as kindergarten and nursery school teaching, elementary school teaching (the only professional interest in 1870), junior high school teaching, or secretarial training. There were also optionals to make up the required 125 credits for the A.B. Not more than 128 credits might be earned at the city's expense.

As in the past, it will be noted, the College was trying to veer away from the remark we find in Thoreau: A college is a place where all the branches are taught but none of the roots.

For far too long, children physically below par had been receiving attention only off and on. American educators were passing them by or referring them to special schools. But it was recognized, tardily, that much more must be done for the cardiac, the tubercular, the crippled, a few of whom might be in any classroom. Speech defectives, the hard of hearing, the poor of sight, all should have particular treatment. The number of afflicted boys and girls had been rising yearly. In 1939, as a protective measure for Hunter students themselves, the medical staff began conducting chest examinations for all.



Since the early 1940's, Hunter's department of education had been addressing itself to the preparation of teachers of the handicapped. Hearty co-operation was given by other departments, and by Evening and Extension Sessions also. Generous collaboration was accorded by the Lexington School for the Deaf, a neighbor across Sixty-eighth Street since 1881 and by the New York Institute for the Education of the Blind, a Bronx neighbor since Hunter established its uptown campus. Girls volunteered for Saturday morning work in the speech clinic of the Long Island College of Medicine, now the State University College of Medicine in Brooklyn.

There was yet another call of the specialist type. Realizing that the city is a vast business and commercial center, the College enlarged its offerings in typing, stenography, office and machine practice, and allied skills. The teachers of these subjects were transferred to the education department, the work to be supervised directly by Professor James R. Meehan. Certain courses, such as business law, accounting, and auditing, were still offered by the economics department. The minimum requirements for state and city licenses to teach Putman and Gregg shorthand, as well as for typing, are now met by Hunter. The teaching of commercial branches in both city and state schools has also expanded in the past few years. Hunter College's forward look has been far in advance of many other American higher educational institutions, a majority of which even today are seriously wanting in courses affording practical business knowledge and training.

Adult education received broader consideration in the early 1940's. Evening and Extension Sessions scheduled a wealth of offerings, some of which carried credit, others

none since they were intended for the general public. The courses had to be diverse: art, distributive education (retailing), economics, government, history, sociology, English, speech and dramatics, foreign languages and literatures, home economics, horticulture, music, physical education, school reports and accounts, science, and stenography. The adult program included the Lucius N. Littauer Lectures, which Professor Madge M. McKinney conducted for several years. Authorities on national issues and world problems were invited to deliver popular but scholarly messages, usually in the Hunter Playhouse, which is admirably suited to such a purpose.

The famous Hunter College Concerts were started on a modest scale under the able and devoted leadership of Dr. Benno M. Lee, former director of concerts in Vienna. They ran at first from October to December, but they were of such a quality and the demand became so great, that they had to be extended to the end of May. These brilliantly managed concerts have helped spread the fair name of the College far and wide, and deservedly so. Horowitz, Milstein, Jan Peerce, Marian Anderson, Regina Resnick (an alumna), and Victoria De Los Angeles are only a few of the many artists of distinction, who have given New York season after season of the highest and rarest type of musical programs. Last fall, for instance, the city enjoyed a Milstein recital in Hunter's beautiful assembly hall, which critics acclaimed the best violin performance almost within memory.

Along with the expansion of the College in scholastic and artistic directions has gone the development of the business side of administration. When, in the early 1940's, various Hunter enterprises reached a point where expert

handling was more and more required, beyond anything the past had known or needed, the business offices were reorganized by Dr. Carl V. Noll, of the economics department, who became both bursar and business manager. The offices of day and evening sessions were brought under one head, business machines were introduced, and office-quarters on the ground floor of the Park Avenue building greatly enlarged.

The College's seventy-fifth anniversary was celebrated from February to June, 1945. A very attractive brochure was issued and a historical exhibit set up in the lower hall near the Playhouse, with another at the New York Public Library. The Associate Alumnae presented alma mater with a gift of \$10,000. Athletic events, dinners, addresses, as varied as Hunter's life, were geared to the occasion.

Of especial interest was the gracious conferring of honorary doctorates—the first since 1920. President Shuster read the following citations:

"Margaret Barclay Wilson: Graduate and Professor Emeritus of Hunter College; pioneer in the teaching of physiology, hygiene, and dietetics; one who lighted the way for women to study medicine; indefatigable worker for the improvement both of the human body and of the human mind; a lover of books and of art, and an eminent collector of Orientalia; builder of one of Hunter College's great departments of instruction, and teacher of Hunter students over a period of forty years; now a gracious friend of wisdom, retaining her affection for all good things past the ripe age of eighty years." \*

"Annie Hickinbottom Mills: Graduate and Dean

\* Dr. Wilson was too ill to be present. She died in October, 1945.

Emeritus of Hunter College; friend and adviser of many thousands of students, during more than thirty years, and so influential in bringing strength and joy into the lives of almost countless women; now a living bond between the College and the past, whose presence reminds us all,

‘How many things by season season’d are  
To their right praise and true perfection,’

and in whose more than four score years a living faith in the future of her country is enshrined.”

And all the while, the life of the College was being currently enriched in a number of cultural ways. *Echo* became the Hunter literary paper under the aegis of the English department. The Earle Lectures were established by an alumna, Miss Josephine Earle, and conducted by the classics department. These scholarly addresses got off to an excellent start with Dr. Gilbert Highet, once of Oxford, now of Columbia. They have been on the same high level ever since. The Humanities Club was founded somewhat later by a faculty group to help keep alive the storied past with embers freshly stirred at meetings from fall to spring each year.

Besides the Humanities Club, there is the intercollege Renaissance Club, more recently established, of which Professor Josephine W. Bennett is secretary. A number of organizations, such as the history, education, and science clubs, among others, also show the breadth of faculty and faculty-student interest in after-hours study. To the College are thus brought the latest developments basic to Western Civilization, and indeed vital, in the scientific field, to the very existence of mankind on this planet.





*Courtesy of Lotte Jacobi*  
George Nauman Shuster



*Courtesy of Charlotte Brooks*

Doorway of Sara Delano Roosevelt House

## WARTIME AGAIN AND AFTERWARD

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World War II cast shadows early at Hunter. Students showed their apprehension before Pearl Harbor. They sensed its meaning not only in their careers but also in their lives. In October, 1940, a "Peace Rally" and an "Anti-war Rally" were staged. These were earnest, emotional outbursts, expressing a desire to preserve democracy and a fear of the "militarization of our schools," as one girl expressed it. "Bully" estimated that not more than 5 per cent of the students participated. Now and then, girls paraded before the Sixty-eighth Street entrance with banners bearing some strange device like "Keep us out of war!" Funds were raised to send ambulances to England and to Greece. The faculty council committee on relief held a musicale for the benefit of British refugees.

December 8, 1941: A great calm settled down on Hunter College. Underneath was a determination to ride out the storm, come what might. But first things first. The College building must be protected against possible air attack.

Neighbors would flock to it in an emergency, for it was the only fireproof structure within many blocks. Custodian-engineer John J. Fleischmann became warden in charge. Fire patrols co-operated with police and fire departments. Faculty members took lessons in the use of fire apparatus. Drills were held, class squads set up. A student defense committee relayed news of opportunities for service. Salvage materials and "victory-drive books" were carried to the committee room where names of volunteers were posted. Arrangements to like ends were promptly begun by the acting director of Evening and Extension Sessions. The President appointed an over-all committee of defense, representing every branch of the Hunter community. Dr. Shuster himself was chairman. Dr. Curoe became the first cochairman; Dr. Patterson succeeded him in a year or so. Dr. Henry D. Thompson served as secretary all through the emergency.

A radio talk on "Hunter at War" was given by the writer at the request of CDVO (Civilian Defense Volunteer Organization). A review of this talk will afford a close-up of Hunter College activity during this second time of major stress and strain. The whole campus was alert. Several members of the faculty sought military or civilian service; a good many became air wardens; others took their places with policemen and students in specially equipped quarters at the College, to be on guard in case of air attack.

Ambulances were bought and dedicated at memorable ceremonies. War orphans were "adopted" by the student war committee. A Freedom Festival was held to purchase 4,000 V-pins of red-white-and-blue plastic. Blood for plasma was given by older girls as well as by faculty



members. Miss B. Elizabeth Kallman of the Associate Alumnae conducted a center of wartime activities at the Hotel Woodward, which Alumnae made their headquarters. Teas were arranged for servicemen; small gifts, cigarettes, candy, cookies, and other toothsome bits made many a young chap in uniform aware that these gracious Hunter ladies had not forgotten them. Sunday afternoons and evenings would long be remembered in hospitable New York. Christmas Eve and New Year's were particularly festive at the Woodward.

With the hearty co-operation of Mrs. Samuel Bitterman, for the Alumnae, the College community, not forgetting the campus schools and their parent associations, purchased nearly five million dollars' worth of war stamps and savings bonds. Miss Rebecca Kimmel of the business office assumed the exacting task of keeping track of all the numerous day-to-day items. The New York Chapter of the American Red Cross invited the cochairman to be a member of its college committee. At the close of the war the Treasury Department awarded a citation to the College and a citation and medal to the cochairman, who had them framed and placed on a wall in Roosevelt House in the name of the committee for whom he felt they were really intended.

Most exciting of Hunter's war activities was the sponsoring of five LSM's (landing ships medium) of the amphibious command. In the spring of 1943, Lt. Commander Thomas Walsh asked the College to undertake this welfare work. He was the naval officer at Pier 42, North River. President Shuster appointed the defense committee's co-chairman to head the new group of faculty, students, alumnae, and outside citizens. The student members were

the Misses Joan Martin, of the Students' Association; Linnea Ortquist, of Panhellenic; June Schwartz, of the defense committee; Helen Toebke, of A.A.; and Marcia Trenk, of House Plan; they served as "flower girls" and presented bouquets with words of God-speed to the ships' young officers at an impressive ceremony on November 15, 1943. A hundred "gobs" flanked the "Big Brass" on the assembly hall stage and all but stole the show so far as 2,000 girls were concerned. Waves marched down the lovely staircase and sang the Navy hymn, "Eternal Father, Strong to Save." A contingent of the Women's Auxiliary Volunteer Emergency Service was stationed on the Bronx campus. The last of these bluejackettes left U.S.S. "Hunter" late in 1945.

Parties, suppers, gifts, and letters were part of the sponsoring effort. One afternoon, Miss Eleanor E. Barry and Dr. Helen V. Downey of the committee gave a reception at Roosevelt House for the sailors' parents and friends. In December, 1945, the girls served a dinner, also at Roosevelt House, for a score of veterans from Halloran Hospital on Staten Island. In the spring there was another, this time for the invalid naval men at St. Albans, Long Island. Since we so often hear critics speak of the "godlessness of our colleges," the indifference of faculty and students to religion, it may be well to record the fact that at each of these dinners grace was said at the request of the student chairman. The President acquiesced at one of the dinners; the cochairman at the other.

There was one tragic note in these wartime activities. The printed word is too cold to show Hunter's sense of loss. Acting elevator starter William J. Summers was killed in action in January, 1945. However, all of the seamen

the College sponsored came back with life and limb. Their youth and friendliness will long be recalled by all who helped smooth their way through deep waters.

In the day session, scholastic routine changed almost overnight after America entered the conflict. Evening sessions were also responsive. More than forty special war-area courses were scheduled for day students. The serious shortage of nurses was brought to the College's attention by two high administrators in the profession, the Misses Mary Ellen Manley and Theresa I. Lynch, who, with others, helped the education faculty arrange conferences to plan a program of courses leading to the B.S. in nursing education with the training of leaders as the prime objective. Only graduate nurses were admitted.

The first session of the Seventy-eighth Congress passed Public Law Number 16 in 1943, and the second enacted Number 346 the next year. These statutes affected Hunter greatly, for they made provision for schooling, including refresher and retraining courses, at federal government expense, for any man or woman whose education or training had been "impeded, delayed, interrupted or interfered with" by service with the armed forces. The College was one of the approved institutions for this postwar educational effort.

In April, 1944, the New York State education department suggested that the College schedule courses for returning veterans, men as well as women, who might lack all or part of the fourth year of high school. Only work that was basic to a college curriculum might be offered. A high-school diploma would be awarded upon the satisfactory completion of such pre-collegiate work if it were done at a college. In June, the board of higher education asked

the municipal colleges to recommend policies and criteria to evaluate these re-education procedures.

A city-supported center of information for veterans was opened in May, 1945, at 500 Park Avenue, in the old offices of the board of education before they were removed to 110 Livingston Street, Brooklyn. In July, 1946, the Veterans' Administration organized an advisement unit at Hunter. Over 4,000 received help. On the first of July, 1948, all centers were closed, but another was opened later at the public school building on the southeast corner of Lexington and Sixty-eighth Street, where vocational counsel is still available.

Thus, as already intimated, a cosmic disturbance blasted down the wall of opposition to coeducation at Hunter College. When the last whiff of astonishment had blown away it was found that the physical, intellectual, emotional, and spiritual fabric had remained intact.

A two-year special session for male veterans was started in the Bronx in the fall term of 1946. The United Nations had been located in the gymnasium and students' hall after the Waves left; that is, from March to August, 1945. The UN vacated to occupy quarters at Lake Success, Flushing. At the close of the two-year course, veterans were expected to transfer elsewhere to finish, but many elected to stay; thus an unexpected beginning for a trial period of coeducation at Hunter College.

In September, 1951, a group of veterans followed a two-year pre-engineering course, which was offered in the Bronx to qualified Hunter students. The novelty of all this "masculine infiltration," where hitherto only the feminine prevailed, was not without its humorous aspect. A ray of mirth now and then broke through the pessimistic gloom



of academic isolationists. The question was raised as to whether the men should be permitted to wear the traditional College sweater, cream-colored with "HUNTER" blazoned bright in lavender across the back. The debate was amusing rather than warm; the vote, affirmative! When the girls heard of their elders' concern, they kept their thoughts to themselves but a quizzical smile broke out on many a youthful face.

As on many another campus, there were a few surprises. Several hundred men, whose high school records were too low for college admission before the war, proved to be worthy campus citizens after it. Maturity meant something. It may also be that the College became less conscious of academic marks. Not that these symbols were considered unimportant but that the veterans seemed to put them in their proper place in the whole scheme of things. Suggestions as to occupational prospects were more vital than grades. After a while, of course, a few of the men found time for the extra-curricular activities. Incidentally, nothing could have been finer than the attitude of the coeds. The girls deserve this word of special commendation.

The peak enrollment of veterans came in September, 1947, when more than 1,150 were registered, most of them for the full four-year course. Before the end of their first year, approximately a fifth had withdrawn; this was in contrast to 5 per cent of the young women who had entered Hunter at the same time. By the beginning of the second year, over a third of the "vets" had dropped out. In years past, it should be said, Hunter's "incompletes" had sometimes numbered as many.

We need not be too much upset over these "mortality" figures, though they do make us think. The National Man-

power Council, serving through a Ford Foundation grant, recently reported to President Eisenhower that about 40 per cent of all who enter American colleges, and some students of superior ability, do not stay to graduate. Many reasons have been advanced for this dropping out. So far as Hunter's veterans were concerned, the answer was not far to seek. They were anxious to "get a job" and discounted the sheepskin's benefits, perhaps to their later regret.

As for the young women who fell by the academic way-side, it is also not too hard to say why. Of late, girls have enjoyed greatly improved vocational opportunities, and the mounting cost of living has stimulated not a few to avail themselves of them. Under such conditions, survival at college would be bound to suffer. It may also be that faculties do not sufficiently adjust courses to the needs of the hour. The question may be asked: Are graduate schools, from which most of our college teachers come, aware of the implications of the unprecedented registration on lower educational levels? Are they alive to the fact that when close to 2,500,000 young persons attend college, faculties must reckon with a wide cultural and social inheritance no longer so homogeneous as it once was? The cultural pattern of the high schools of America, which provide the vast majority of students in our colleges, is not that of the older preparatory schools and academies for the relatively highly privileged few. This is not a matter of superiority or inferiority but of difference, and variety, principally in economic range and therefore of occupational expectancy. The problem is to hold fast the best of other days and meet the best of today with frank ac-

knowledge of the social changes that have taken place in the half century past.

A sampling of vital statistics will point up what has just been said. The average age of the first veterans at Hunter was 21.3 years; that of the women, 17.4. Only two of the girls were married; none would have been in 1870. There were thirty-seven married veterans—another good reason for quitting early. The total of 507 men registered in 1946 represented a hundred armed-service occupations. Of these men, four held New York State service scholarships. About 71 per cent had attended public high schools as against 83 per cent of the girls. Not more than 55 per cent of the former GI's had gone beyond the secondary school, and most of these through the ASTP (Army Specialized Training Program) or the Navy Officer V-12 Training Program. Women students showed fewer irregularities in their school records, no doubt because of their more standardized academic experience. Their scholastic index average was 2.35, whereas the men had 2.42.

With the help of "booster sessions," 36 per cent of the veterans made a grade of 80 or better and received a great many A's and B's. The late Dr. Hugo Münsterberg of Harvard used to say that C was a gentleman's mark at Cambridge. A member of the Hunter faculty—a woman who liked to teach GI's—was heard to muse aloud: "These boys have been through enough. Give them a break." It may be questioned, however, that so kind a feeling influenced veterans' grades very much. Most of the men were determined to "make good." They had no time to waste. I myself found very few who were unwilling to do their best in every way. Three out of four had seen at least two years of service, mostly overseas.

If anybody had been asked to name the changes that coeducation would bring about at Hunter, the title of *Bulletin* and a man-led class at "Sing" would not have been the first on the list. And yet, such things came to pass. *Bulletin* became *Arrow* when the veterans' paper merged with "Bully." One girl remarked that "a lot of tradition" had to be cast aside in favor of "a new, vital newspaper with meaning and importance to ALL." In May, 1954, the second great change took place when the last of the all-girl classes took part in "Sing."

A "tomcat" quintet appeared shortly on the basketball courts. These "speedy hoopsters" drew as big a crowd as the "hoopskirts" of Hunter's varsity quintette—which is not really surprising after all. In the 1954 *Journal* of Student Council Field Day it was noted that three of the athletes were men. Academic life—*mutatis mutandis*! Hunter "swordsters" still wield puissant blades in Amateur Fencers League competitions.

Field Day has itself changed. To the usual events are now added booths, class floats with costumes, and other festal attractions. But the College has not gone so far that the wearers of Lavender and White find relaxation in their studies, as T. S. Eliot believes American football players generally do. At Hunter, the scholastic still tops the athletic. On the other hand, it is worth while to remember that leadership is often developed on the playing field rather than in the classroom, in extra-curricular activities as a whole more than in study hall or library.

For years, New York's municipal colleges had felt that they deserved an allocation of state funds for teacher education. They were educating more than two-thirds of the state's teachers. In 1948, this great program received its



due when several millions were set aside to maintain it. The colleges thus became state as well as city institutions. The sum allotted was to be prorated according to the ratio of city to state teacher enrollment. In time, the amount has grown to almost a fourth of the total operating budget for higher education. The late Dr. Paul Klapper, President Emeritus of Queens College, became dean *locum tenens* until Dr. C. Lester Anderson of the University of Minnesota took office in 1949. Dr. Anderson resigned a year later to go to the University of Buffalo. He was succeeded by Dr. Joseph G. Cohen, associate dean and former professor of education at Brooklyn College. Dr. Curoe is director and Miss Joan Hollinghurst executive secretary for Hunter College, which is accredited by the American Association of Colleges for Teacher Education.

Classes began in the fall of 1948. For the time being, they were considered as an added fifth year. They will be more closely integrated with the College quadrennium eventually, when the full curriculum leads to an M.A. in education as well as the basic A.B. In his "Guide Lines to Teacher Education," which appeared in the first issue of *Teacher Education News and Notes*, the division's monthly, Dean Anderson defined the objectives as follows: "It is our challenge, responsibility, and task, to educate selected young people as teachers so they may educate the children and youth of America to play their appropriate roles in our democratically conceived social order. . . . Basic then . . . is the requirement that teachers come to know and understand American culture in its setting of world culture and with historical perspective. . . . But general or liberal education is not sufficient unto itself because teacher education is also a professional endeavor.

Teachers must be students of human behavior. They . . . are also craftsmen. . . .”

The office of research and evaluation, which is headed by Dr. Jacob S. Orleans, is a valuable asset in this teacher education program. Studies and surveys are conducted and results made available to classrooms, which, in turn, provide experience data to the researchers. There has been cordial co-operation between the Hunter Elementary School and the research staff, each with something of its own to offer.

The Hunter library prospered under the late Dr. Joseph J. Reilly, who succeeded the capable Dr. Wilson. In 1945, the faculty library committee organized Friends of the Library. The aim, as at other colleges, was to stimulate public interest in current and future needs. Among the notable men and women who were invited to become Friends were Van Wyck Brooks, man of letters, Albert Einstein, man of science, the late William Lyon Phelps, Yale professor, the late Miss Julia Marlowe, eminent Shakespearean tragedienne, and the late Harvey Wiley Corbett, one of the architects of Rockefeller Center.

From the small beginnings of Acting President Gillet's day, now close to half a century ago, Hunter's library approaches the 185,000 mark. As has been stated, it has a capacity of 250,000 volumes. The present librarian, Professor Frederic W. Stewart, recently set apart a special division for periodicals with a staff of its own. Some 600 publications are annually subscribed to and, so far as funds permit, copies are durably bound for reference. The library is rich in Americana, in herbaria from the collection of the late Dr. Burgess, and in mathematics from the late Professor Simons. There are also beautiful, complete edi-

tions of great literary masters. As Miss Margaret Grant Plumb, associate librarian, remarks the library is proud of these works and of its excellent copy of the Douai Bible and of the first edition of Johnson's *Dictionary*. She also speaks with pride of the fine collection of music records, the many prints, and reproductions of world-famous paintings.

In 1951, Evening and Extension Sessions became the School of General Studies, which includes the summer session as well. Hunter was keeping itself abreast of a trend in an increasing number of colleges which have discovered the worth of after-hours classes. Matriculated students and many others come with a desire to lift their intellectual sights in what Arnold Toynbee calls "a time of troubles." There are centers, as in the past, not only at the Park Avenue building but also at other conveniently located places. As the reader ruffles the pages of Director Edward Davison's latest announcement, practical courses in the arts of cookery, family meals, and hospitality are cheek by jowl with courses in the humanities, sciences, and the so-called fine arts. By way of parenthesis, it is pleasing to record that the School's staff received a measure of greater financial stability through federal social security in January, 1954. It is also pleasing to note the School's interesting paper, aptly called *The Post Meridian*.

Of especial interest is the General Studies' effort in music, particularly in the workshops for guitar, folksong, and opera. The School met with a loss when Professor Josef Turnau died last fall. "As a younger man," Hunter's *Arrow* recorded, "he worked with Richard Strauss as co-director of the Vienna State Opera Company and later as general manager of the Breslau Opera House and the Opera

House at Frankfurt-am-Main." When he came to America he directed what has been regarded as the first opera workshop in this country. He taught and coached more than 300 extension students in opera performance. He helped organize the Hunter College Opera Association, which is a non-profit group "to give young professional singers an opportunity to play leading roles in rarely heard operas." Handel's *Xerxes* was produced in March, 1953; another opera was in the planning stage before Professor Turnau's untimely death. In passing, it should be stated that the School of General Studies suffered other losses only a few years ago when Mrs. Leanore D. Stiner, valued clerk and adviser of students, Miss Anna Kendall Martin, able instructor in history, and Dr. Samuel A. Tanenbaum, Shakespearean scholar, left places difficult to fill.

Hunter has been conducting graduate courses for a long time in both day and extension sessions, and in the fifth year as well. Recently, the graduate program has been considerably strengthened and broadened in connection with teacher education. "The Hunter College Graduate Program," as the official announcement, *Teacher Education and Other Graduate Programs*, indicates, "is designed to meet an ever increasing demand for sound education beyond the baccalaureate level. The program seeks to meet two basic needs: first, for terminal master's degree offerings which are not adequately provided by other institutions, and, second, for graduate work of an intermediate character, which may lead to study for higher degrees. The courses of instruction are intended in part to prepare students for occupations requiring superior scientific, scholarly or professional competence . . . At present, Hunter College offers graduate instruction leading to the master's



degree in the Teacher Education Program, the Professional Certificate in Guidance Practice and Administration in the Teacher Education Program, the M.S. in Education, the M.S. in English and Comparative Literature, the M.A. in Music, the M.A. in Classics, and the M.A. in History. Additional programs in other fields will be offered in the future." There is a distinguished faculty serving in this extensive field.

The graduate program is fortunate in having College library resources in the various areas of study, as well as in its proximity to excellent private libraries and museums throughout the city. The Hunter collection of books and serials is classified and shelved in stacks and convenient divisional rooms. "The professionally-trained library staff consider that their work consists not only in the efficient distribution of the library's materials"—books, periodicals, government documents, pamphlets, films, and 3,000 gramophone discs serviced by thirty-six listening devices—"but even more importantly in the distribution of information, advice, and helpful consultation. Study desks within the stacks are available . . . for graduate students." Another resource is the teacher's central laboratory, a "special education collection and service sponsored by the four municipal colleges" and "located in the Hunter College library . . . Its research facilities consist chiefly of its comprehensive textbook collection. Courses of study, a diversified vertical file collection, mental measurement tests, units of work, and license examinations." Student teachers and graduate students in education find this laboratory especially helpful.

Honors courses have taken a wider angle of interest. Students may today pursue an honors program of major

and minor in the last two, three or four semesters if their general and departmental indexes are high enough. An honors adviser arranges tutorial work with at least one colloquium for discussion. Honors students take a comprehensive examination but receive awards only if they attain a grade of A.

A number of honor societies help promote scholarship at Hunter. Phi Beta Kappa is open to candidates for the A.B., who have taken courses "designed principally for a knowledge or understanding or appreciation of the natural and social world in which we live . . ." Students of exceptionally high standing may be elected as junior members on the basis of six semesters work; senior members, on seven semesters. The total in both junior and senior membership may not exceed 10 per cent of any graduating class.

There are honor societies in various subjects: English, history and social science, classics, German, French, Spanish, and Italian, mathematics, physics, chemistry, biology, and psychology, art, home economics, and journalism. There is also an extra-curricular honor society. Sigma Lambda admits "outstanding students having at least two different fields of extra-curricular activity." It is open to juniors and seniors.

As a still further encouragement to scholarship, advanced standing may be accorded superior students. A special committee appraises previous work and recommends credit only if grades are 70 or better. All such advanced credit is withheld until the successful completion of 30 credits at Hunter College. An advanced student may choose courses quite freely except that the committee on admissions and the department of education must grant approval. Limitation of rooms at the College forbids the admission of ad-

vanced students unless all regular day students are provided for. If eligible, graduates of other colleges may take professional courses.

Some time ago, Commissioner William B. Herlands, of the municipal bureau of investigation, suggested co-operation between the city and Hunter in the area of economics, political science, sociology, and anthropology. Social science honors students would be accepted for this research project. Juniors with an index of 3 or better might also be admitted and earn 6 of the required credits for graduation. This is but one capital instance of the agelong desire of Hunter College "to play ball with the larger team." Another is the "Semester in Washington Program," which is conducted by the political science department and American University. Well-qualified members of the junior class are given an opportunity "to talk with and work with leading . . . public officials," both administrators and legislators. It should not surprise us if the officials learned something—in particular, a few youthful points of view.

For some years, the political science department has sponsored a Model Congress under the faculty advisership of Professor Frederick L. Zimmermann. Representatives of the city's high schools come and discuss "live issues." In 1948, the congress won recognition from the faculty council committee on student activities. This committee consists of five faculty members and five students; it charters clubs and other organizations. There is this proviso: "The granting of such charters is not to be construed as approval of any specific political program by the College Administration, the Faculty or the student body of Hunter College but rather as an opportunity for the students of Hunter College to experience political participation and respon-

sibility in our democratic way of life." There should be a Hunter College Press to publish the best of student as well as faculty and alumnae thinking.

In March, 1950, with the American Museum of Health assisting, a new and permanent health exhibit was opened at the Bronx center. Some of the models had been shown at the World's Fair on Flushing Meadows in 1939-1940. Former Commissioner of Health Harry S. Mustard called the Hunter Museum of Health "a significant achievement," which should "play an important part in the field of health education in this great city."

Home economics, which began its career in the department of physiology, health, and hygiene but became a separate department a decade ago, has taken a long step in the direction of improving family health, efficiency, and happiness. It has set up a model apartment in Gillet Hall, where the Waves once were on the Bronx campus. The apartment is conducted by resident students, a few girls at a time. A faculty member lives with them. Anyone who has been privileged to enjoy a dinner with these hospitable young ladies will long recall it.

Dr. James B. Conant, former Harvard President, believes that guidance is "the keystone of the arch of American education." As has been pretty fully noted, Hunter has felt that way for a long time. Within the past few years this great service of guidance has been expanding in five broad areas: academic orientation of freshmen; psychological and achievement testing; counseling the individual student; maintaining cumulative records of each student, combining educational, vocational, and relevant personal data; promoting research to discover more effective diagnostic and prognostic techniques in connection with problems such



as admissions, curriculum choices, course placement, and occupational preferences.

For some time, there has been a faculty council committee on vocational guidance, composed of representatives of departments and interdepartmental majors. The deans, the director of the School of General Studies, and the graduate placement officer serve ex-officio. The dean of guidance is chairman. The bureau personnel consist of faculty members who have adjusted teaching programs to afford time for this extra service.

Much of this broad effort falls to the lot of the department of education and the department of psychology and philosophy, with the assistance of the departments of biological sciences, classics, and geology and geography. There is help also from registered clinical psychologists, test experts, and counselors with specialized knowledge of mental hygiene, emotional maladjustments, and problems of the physically and otherwise handicapped. A number of departments co-operate in testing programs to improve the analysis of aptitudes, placement efforts, and the prognosis of success.


The words "prognosis of success" suggest still another service to help Hunter students determine their fitness for advanced academic work. In 1936 and 1937, the Carnegie Foundation for the Advancement of Teaching established a graduate record examination to be taken at designated centers. Hunter College became one of these centers. The tests are not intended to take the place of college tests, which seek primarily a qualitative evaluation of a student's attainment; they are, rather, a device "to reveal breadth, depth, and accuracy of a student's knowledge" and his "control over many fields as acquired from the sources."

In other words, here is a range-and-degree finder to determine a student's "mastery of commonly accepted academic ideas," gained by "skilful use of all his intellectual opportunities." The fee is nominal and covers the examination and a full report to any graduate school the student may name. The importance of this appraisal is prognostic, to indicate fitness or unfitness for certain types of graduate work. Blind going ahead is thus prevented.

A while ago, the *Strayer Report* on the municipal colleges cited results of tests by the American Council of Education. Hunter and her sister institutions stood relatively high in student ability among more than 300 colleges where the tests were given. The Council's national teacher examinations to 5,000 candidates in the United States showed that 400 Hunter girls rose higher than the country-wide average in English, general culture, and other matters, and in eight of nine special fields besides. The late Professor Helen Gray Cone, who was so perturbed over poor English in 1908, might take heart if she saw this record. In later tests, Hunter freshmen excelled 63 per cent of all students in four-year colleges. The chances of "survival" seemed better than for their sisters and brothers in other publicly conducted higher institutions of learning in America. Of course, no one would be foolish enough to take these results as the last word in academic attainment. What are higher mountains for, asked John Dewey, but to attract to higher climbing?

The Strayer academic surveyors attribute the success achieved in the municipal colleges to high admission requirements, which indeed have often been the highest anywhere. But another reason may be the fact that over 90 per cent of the students live at home and do not have to

adjust themselves to a strange campus life. The guidance program also has much to do with the results. And good teaching? We have biblical warrant for thinking that in faculties, as in all human experience, there are perhaps vessels of wood and of stone as well as of gold and of silver, but critical folk will be well advised not to ignore the latter, which are probably the larger number in many a college.



## CHAPTER FOURTEEN

# TODAY AND TOMORROW

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Like many another college of humble origin—and most social institutions are in this class—Hunter College has grown in stature even as the community it tries to serve and the country it seeks to interpret to youth. It has risen with the upland to the heights of maturity as year has followed year. There are today almost as many young men and young women at Hunter and the other municipal colleges as there were children in New York in 1870. Service to so great a number must be different, much more varied, but essentially the same. And yet Hunter College would be among the first to say with Robert Browning: "Grow old along with me, the best is yet to be."

Though little fundamental opposition to higher education at public expense continues to worry American colleges, there are echoes now and then of academic dissent within the family and the circle of their friends. The realization of the comfort of tax exemption in these difficult times may have tempered criticism within privately con-



ducted institutions, of late more appropriately called independent, though it is a not too felicitous substitute term. Financial stress has unquestionably raised questions concerning publicly conducted colleges, especially when the sum expended hovers round 25 millions a year.

Hunter College has not been unaware of the demand that "higher education be more practical." As the former chairman of the higher board phrased it, the demand "is focusing into a pronounced shout." The College, like others of its type, must be "articulate about new influences, new utilities, new kinds of action." There must be conscious realism about "the nature of today's occupations." But these occupations should themselves become sensitive to the deeper values in the liberal arts program, while the liberal arts must be appreciative of vocational pressures in an age such as ours.

There are far more Helens in New York than ever were in ancient Troy. Their "boy friends" are more numerous, too. These young people, both men and women, are not unlike their predecessors in the antique world. When they differ, it is chiefly in the manner of their lives, the scope of their occupational outlook, and the spirit that a free, advancing, and progressive America has instilled. Hunter College is a microcosm of a much larger world than the Female Normal and High School could possibly have known.

Students going in and out today cannot but be conscious of their surroundings. Some of the older landmarks have gone. Newer institutions, perhaps with names never seen in 1870, have taken over older residences. The Henry George School of Social Science is just west of Park Avenue on Sixty-ninth Street; the James Foundation of Sci-

ence is on the northwest corner of Sixty-ninth and Park; the Council of Foreign Affairs, on the southwest corner of Sixty-eighth, and the USSR delegation to the United Nations on the northwest corner. Various consulates and other offices of many nations—from Sweden to Egypt, France to Syria, Korea to Pakistan—are on or near Park Avenue for a full mile north and south of the College. At Christmas time, since 1945, a mile long row of tall evergreens, lighted by a myriad of bulbs and topped by stars, line the Avenue past the College door as a memorial to the dead of World War II.

In complimenting Hunter on the high level of student ability, the *Strayer Report* recommended greater attention to creative work. An old, old criticism. "Certainly," as the late Henry Fairfield Osborn wrote me a quarter of a century ago, "we are not developing and encouraging the creative spirit as we should." We are too busy transmitting the racial inheritance to have much time for anything else. The liberal arts face a road block difficult to surmount. There is all too often no catalytic spark from teacher to student. They seem to be in different worlds.

The word "armchair" may have a figurative significance. Excessive note-taking may chill the creative impulse. But the heritage of the ages must not be lost sight of. For, as Sir Gilbert Murray, now nearing ninety, has reaffirmed before the Classical Association of England: "The classics are great upholders of the permanent against the merely fashionable, of high standards against the general easy level that suits the common man." Visitors who come to see the performance of an ancient play, which Professor Lillian B. Lawler, editor of the *Classical Outlook*, coaches every year, may find an illustration of what Sir Gilbert means:

the permanent quality of great themes, the distilled wisdom of the long past, still alive and vibrant with significance for the present.

What the late George Herbert Palmer of Harvard once called "the delicate art of impartation" may take time from thinking; reading, reading, reading may be a disservice to creative effort. With books as with men, said Voltaire, "a very small number play a great part." This is but the positive side of Seneca's thought cited on a previous page. St. John's College, Annapolis, has taken these philosophers seriously. Since 1937, the curriculum has revolved around 130 "Great Books" with discussion in class and, it is hoped, leading to reflection afterward. But there are other good books with which the student should be acquainted. Libraries witness to this: at Hunter and on every other campus. Maybe the whole program of higher education is in need of a fresh and thorough restudy, with a reorientation to life in this twentieth century. Recent college graduates seem to read pretty much what non-graduates do: no better, no worse, according to my own research in this field. Television is in the homes of literate and illiterate alike. Student interest and reading maturity should be considered in more college classrooms than at present. There are specific reading techniques for every educational level from lower to higher school. Too many college teachers either ignore or are unconscious of this fact.

Extra-curricular activities may yet blaze the academic way. At Hunter, as we have seen, they have expanded decade after decade. Initiative and invention blend in after-hours. "Sing," the "Boatride," "Field Day," and "Follies" (just three years old) are outstanding "extras" in Hunter's academic year. The "Follies of 1954" offered the farcical

*Florentine Fable* by the "coeds," Henry Steiner and Robert Feinberg. Set in pre-Renaissance Italy the *Fable* has been rated "the best production" yet of "Follies."

The dinners for disabled veterans were notably significant of the advance in extra-curricular activity. In fact, the whole wartime experience showed latent powers of no mean caliber. Student Council, AA, Panhellenic, House Plan, and other organizations, including workshops in half a dozen subjects, are also a recognition of what can be done to lessen formality but retain values. The ten interdepartmental fields—American civilization, archaeology, business education, chemistry, humanities, international affairs, linguistics, pre-journalism, pre-medical, and pre-social work—these, too, mean much in the way of reflection on life and living today and tomorrow.

In the 1920's, the late Dr. Whicher found the College "a nest of singing birds." He would find it more so in 1955. The *Yearbook* of Hunter College lists 180 faculty contributors to art galleries, bookshelves, and publications generally. "The surest way to improve instruction," states the Carnegie Foundation for the Advancement of Teaching, "is to stimulate activity among faculty members." Students should be able to catch a little, at least, of the enthusiasm which motivates such effort. A full dozen or more of Hunter professors are in *Who's Who in America*; several score belong to Phi Beta Kappa, Sigma Chi, and other national honorary societies. Academic meetings are seldom held but Hunter is represented, not infrequently by active participation. Unfortunately, papers at these gatherings are seldom read by the public.

Public functions are often graced by Hunter mortars and boards. At Park Avenue commencements, and at Bronx



commencements occasionally of late, maroon-colored gowns of the College choir, conducted by Dr. Anders Emile, form a backdrop to the multicolored academic garb of the faculty. Hoods are to be seen from colleges and universities across the land and from foreign and very ancient foundations of learning. Discerning eyes may note the insignia of a Fellow of the American Academy of Rome. Among the faculty are a Belgian Chevalier de l'Ordre de la Couronne, First Class, a French Chevalier de Légion d'Honneur, a Commendatore dell' Ordine della Corona d'Italia, and a recipient of the American President's Certificate of Merit. One has received His Britannic Majesty George VI's Medal for "service in the cause of freedom," another, a United States World War citation and medal, and another the honor of the Legion of Merit. A number have the certificat d'aptitude of Poitiers University.

The Hunter College faculty have not held their light under an academic bushel. Professor Dora S. Lewis flew to Japan to assist General MacArthur develop a home economics program for our erstwhile enemies, and Professor Edna Wells Luetz painted the large murals at the entrance to the Grand Central Palace at the time of the city's Golden Jubilee. Professor Louise J. Talma has taught music at Fontainebleau; she is the only woman who has been so honored. Professor Beatrice F. Hyslop, of the history department, has been invited to lecture at the Sorbonne the coming winter. Many of the faculty conduct summer courses at universities from coast to coast. From another academic angle it may be recorded that Professor J. Hobart Bushey has been elected a member of the Teachers Retirement board and Professor Jewell Hughes Bushey, both of the mathematics department, has represented Hunter on

the national council of the American Association of University Professors, with which many of the faculty are affiliated.

The President of Hunter has been chairman of the War Department's Historical Commission in Germany and of the United States National Commission for UNESCO. He has worked on the Enemy Alien Board and served as United States Land Commissioner in Bavaria by appointment of President Truman. He has been a member of the division of cultural relations of the Department of State. He has also been associated with the University of Chicago commission on discrimination in the nation's Capital. For years, he was trustee chairman of the Institute of International Education. Dr. Shuster's books are many, from *The English Ode* to his latest, very timely work, *Religion Behind the Iron Curtain*, which has recently won him a parchment scroll presented by the Daughters of Hungary and the Estonian National Committee. Columbia University awarded him the honorary LL.D. during the recent bicentennial.

The Model School was established, we remember, as a practice teaching adjunct of the College. It is this still, after four score years and more. Since 1904, and especially since 1933 when the city's teacher training colleges closed, both elementary and high schools of the public school system have been enlisted in the practice program. This, by the way, was the original intention of the founding fathers. The co-ordination of campus schools, city schools, and the College has fallen to the lot of Professor Helene Hartung, who has borne the burden and heat of the academic day, with untold overtime besides. The president of the National Education Association has been reported as saying that only

40 per cent of all who prepare to teach actually do. The percentage at Hunter is considerably higher than that.

The Hunter College Elementary School has a twofold aim: to enable every boy and girl to grow in mind and spirit and in community responsibility, and to develop a faith in democracy and loyalty to its ideals. Though the curriculum is the six-year course of study of the city's schools, the school has been carrying forward its integrated program for the gifted child, with a workshop to evaluate results. Dr. Grayson L. Kirk, of Columbia, says that we can get better leaders from "custom-made" training for young people of promise than from an "assembly line." It will be interesting to see what Hunter's Elementary School finds out from its experiment. In passing, let it be stated that the school now has a new asset—a man on its staff! Whereas the Model Primary School of 1870 had only six teachers, its present successor has twenty-one, none too many for some 450 pupils doing the kind of work the school attempts.

After Mrs. Brown's death, Miss Doris P. Gallert, head of the Latin department for many years, ably served as acting principal of the College High School till, in September 1951, the first male principal, Dr. Cyril W. Woolcock, took office. Hunter College High School had reached a turning point in its distinguished history. We may be sure it was a turning point upward, with a firm eye, as of old, on the disciplines of the ages but with a look ahead toward realities as we know them today. Dr. Woolcock holds degrees from Akron and Ohio State. He has had broad experience for the post he holds.

The Hunter High course of study is based on the college entrance diploma of the University of the State of New

York, which is not to be confused with the recently established State University. State requirements are supplemented by specialized training to meet pupil interests and recognize adolescent aptitudes. Admission to the 7A, 9A, and 10A classes is competitive—Dr. Hunter's favorite idea. Practice-teaching is provided, though the absence of commercial and home economics courses, except in cooking, is a handicap for a Hunter student preparing to teach these subjects. There is a fully equipped audio-visual room which a friend, whose wife had been on the staff, made possible not long ago. And, as in the Elementary School, the High School faculty has gone "coed" with several men in the classrooms. *Mirabile dictu!* Will boys be admitted as pupils one of these days?

The American Historical Association has been concerned over the growth of anti-intellectualism in American high schools. If the point is well taken elsewhere, it is not evident at Hunter High School. Here, the heritage is too old, too good, too rich, to be weakened in purpose or swerved in aim. Nor is the school "playing down academic scholarship," a tendency which President Harold W. Dodds, of Princeton, deplors in America today, as all must if the facts bear him out. At Hunter High, there is no attempt to adjust intellectual attitude or effort to a lower common denominator.

The College has not been unaffected by the general increase in American school enrollment. It would be strange if New York did not have its share of the 16 per cent of our youth in higher institutions of learning. More than a third of these young people are women. Hunter has always had a large registration of girls; it now has over 1,000 boys also. Registers vary from semester to semester,



to be sure, but the following may be taken as typical over recent years: about 5,000 to 6,000 in the day session, a few more in the Bronx nowadays than in Manhattan, and as many besides in the School of General Studies. The fifth year and the graduate courses, developing lately into a graduate school, account for 1,000 or 1,100. Teacher education registration has jumped to over 800, and the end is not in sight. The summer session adds some 2,500. In the campus schools are approximately 1,600 to 1,650; that is, 450 in the Elementary School and close to 1,200 in the High School. As at most colleges, Korean veterans have been very few in comparison with the great number of World War II GI's. The federal acts of 1950 and 1952 do not provide benefits so great as the acts of 1943 and 1944 did. There are at Hunter also perhaps a score of foreign students, that is, students here under the auspices of such organizations as the Institute of International Education. Of these students in America, there are some 34,000 altogether; 3,560 are in New York City, 126 of them in the four city colleges.

If the recent shift from privately controlled to public secondary schools persists—92 per cent of our youth are in public high schools—it may presage a like tendency on the collegiate level. If adults greatly outnumber the twenty-year-olds, and younger, in future as in the past quarter of a century (when Hunter was founded the groups were about equal), the School of General Studies bids fair to expand unimaginably.

For all who think quickly but not too well, the facts just stated may spell "mass education" with an academic assembly line. But the situation is really quite different, though few would say that it is ideal by any means. Size

does take its toll of debits. But, to begin with, the President, despite all the duties of his office, is sympathetically aware of students' needs. They, in turn, feel that he is interested in the best they aspire to and that he is eager to make possible its fulfillment. The faculty, too, try to personalize their efforts, even if some classes are likely to be larger—as in many a college—than anybody would like to see them or than they should be, even though the admissions offices, both day and evening, do their utmost to equalize them. The staffs of the late Dean Egan and now of Dean Anthony reach out to help any student with financial or other personal problems. All of which is worthy of more than a modicum of praise in these overburdened years.

There is promise in the religious center projected for the Bronx campus. Perhaps, after so many years of waiting, the original plan for nine buildings will be carried to completion. The *Architectural Forum* states that in a single recent year more than four-fifths of a billion dollars has been spent on college construction in the United States. New York surely will not fall far behind. The business world and the world of labor unions may lend a hand, as they have been doing so generously of late on many a campus. Hunter sees a faster growing Bronx than Manhattan. In 1870 only 37,000 people lived north of the Harlem River. Today there are 1,800,000. The American Council on Education predicts a 65 per cent rise in college enrollment in the next decade and a half. The Bronx can certainly expect to benefit.

To meet the changes, to accept the challenges of our time, the administrative structure has had to be modified. In September, 1952, Professor John J. Meng became the first dean of administration. The City College had had such

an official for years. The duties include serving as chairman of the deans, of whom there are now five whereas there used to be but one. An administrative dean is, in a way, the president's alter ego, the number-two man in the College. In the Bronx, the presence of men necessitated a dean of men in the fall of 1951. Dr. Johnston E. Fairchild was appointed to serve, as Dean Anna M. Trinsey had been doing for women. When Dean Fairchild resigned to be chairman of the Cooper Institute Forum, Dr. Harry L. Levy took his place. Both Dean Trinsey and Dean Levy have now resumed teaching, and, with their offices combined, Dr. Edgar H. Hemminghaus is dean of all students on the Bronx campus.

There has been more and more talk of a chancellorship for the four colleges. Chairman Joseph B. Cavallaro of the higher board sees such an office as a place of initiation for over-all policy making and general responsibility for business procedures. Mayor Robert A. Wagner seems friendly to the idea. The Strayer-Yavner Report of His Honor's committee on management survey favors a chancellorship. The older Strayer recommendation of a few years back for a smaller board is still to be acted upon. But the Mayor is reported as wisely observing that before "we commit ourselves we want to see what set-up is most desirable for the City."

Hunter College is not unmindful of the new world that is being created in the vast revolution of modern times. The College serves a cosmopolitan body of eager young people, men and women, beyond the imagining of the founding fathers and mothers. It is well that a committee has been appointed to restudy the Hunter economy in terms of today. There will be no desire, we may be sure,

to destroy any Ark of the Covenant, which should be saved. "There shall never be one lost good," said Browning. "What was, shall live as before." The last word has not been spoken in education, or in anything else. As the youthful James Russell Lowell acutely observed:

They must upward still and onward,  
Who would keep abreast of truth.

There can be no question about it: Youth today are job conscious. It is not at all unworthy of them. Classical training in centuries past, even humanists admit, was for an aristocratic leisure class with little or no urge to earn a living. Teaching the humanities in our day and generation would make a greater impact on students if these young people were permitted to see that making a livelihood is not incompatible with the good life. It will help if ancient and modern cultures are seen as related associates in the educational process, as they are in the evolution of mankind. "Area programs" seem promising. For instance, the one administered at Hunter by the committee on humanities provides a four-course program called "Great Literature." Specialists from the classics, French, German, and English departments co-operate in this exceedingly rich offering.

The relation of the liberal arts and vocational subjects has been reappraised in recent years with gratifying results. They have been found able and willing to live comfortably under one roof, with just enough needling from "the old folks" to make them feel alive. This is not a problem peculiar to a publicly supported college. Vassar had 44 per cent of its students employed in gainful occupations, a summer or two ago. At Wellesley 21 per cent,



it is said, receive financial assistance of some kind. At Yale, over a half million has been spent in the past year, in loans or in direct aid. Reports from elsewhere indicate that most colleges have to meet a similar condition in one way or another.

Present-day urges on the part of the public, and sometimes stressful situations among students, bring unusual pressures to bear these days on college administrators to make things easier and "more practical." While it would be foolish to deny all validity in this, it would be futile to succumb to even the laudable desire to be "humanitarian," educationally speaking. But, as the late Dean Inge said perceptively, "What is good for an age may not be so good for the ages." We must be careful to conserve but also to advance. There has been stronger and stronger emphasis on social studies in recent years. It has touched both high and elementary schools as well as colleges. We have no quarrel with the proponents of so great a program. We can believe in its worth while we are tempted to regret it if the fine arts are neglected because of lack of time for everything new in the curriculum. It was the late Dr. Irwin Edman, of Columbia, who observed, a bit wistfully, that the fine arts are of equal importance with the social sciences. Everybody will agree with the obvious. We would not go the whole way with him, however, and give assent to the thought that the fine arts are possibly more decisive morally. Any subject properly taught can be morally decisive. Let us hope that the study now being made of "Art in Relation to Harvard College" may give out a few sparks by way of direction for others to follow. In the end, *sotto voce*, the arts, and the humanities generally, may yet prove to be the saving remnant of higher education at its best.

As the years pass, it is gratifying to see the inclusion of teaching methods courses with most department offerings. It is also pleasing to record the hearty co-operation of subject matter teachers with "professionals" in the education department. For example, there is a course at Hunter in current American problems; it is given jointly by the education and social science groups. A central theme is chosen each semester; such a theme as "The Defense Program: Its Significance and Impact upon American Society." Weekly meetings of the education chairman with the coordinator of the other subjects have proved mutually helpful.

At several points the physical education work at Hunter has been interweaving with that of the education department. Professor Augusta W. Neidhardt's long tenure as chairman has lent vitality to the health program of her department. Coeducation has not lightened her burden, though it has broadened her opportunity. There is now a Community Blood Bank for use in and beyond College. Dr. Jack D. Begelman, director of physical education for men, sees his "Tomcats" carry Lavender and White to victory or to honorable defeat in football as in basketball. The Hunter Skating Jamboree enjoys itself right merrily. The Thanksgiving Day Turkey Run is immensely popular—the "weaker sex" on the side lines with lungs and tongues, dancing feet, and waving arms—always a help to masculine runners. *News from the Hunter College Campus* has no further concern over a once "mythical football team." It is a reality. And, in February, the Bronx campus crowns a Carnival Queen.

The city's health must benefit from the Hunter College effort to improve the bodily stamina of so many students.

The remedial work alone is of more than ordinary value. There are physical and posture tests, chest and other examinations. Ever since Dr. Wilson's day, and now in Professor Bertha G. Gold's, the department of physiology, health, and hygiene has held a pivotal position in this health program. There are courses in personal and community health and others in personal safety, accident prevention, and first aid. The wide acres of the Bronx and the excellent lighting on Park Avenue are of more than minimal worth.

One of the most attractive of Hunter pamphlets, entitled *Education Special* and issued monthly, has been well received by workers in the very difficult field of the physically handicapped. A good deal of progress has been made in the preparation and in-service improvement of teachers of the orthopedic, the homebound, the blind and partially deaf, and the cerebral palsied.

The gifted also have not been forgotten. A future scholarship fund may encourage young women, and perhaps young men, to come to Hunter to equip themselves for teaching either the gifted or the physically defective. Hunter's Elementary School, it will be recalled, has been interested in the bright boy and girl for a full decade.

The College does not insulate itself from outside thought and influence. The Hunter Chapter of the International Council for Exceptional Children fosters an interchange of ideas with panelists from such organizations as the New York Philanthropic League, the Visiting Nursing Service, the Hospital for Joint Diseases, and the Association for the Help of Retarded Children.

In the summer of 1953, a Vacation Demonstration School for handicapped boys and girls was started as "a step along the way of realizing a recurrent dream in our teacher

education program." So writes Dr. Curoe, the director, who continues: "Full realization of that dream awaits the time when a school for all the major groups of exceptional children can be adequately housed in a building designed (or redesigned) to meet their needs. . . ." As Dr. Elena D. Gall, co-ordinator of special education, observes, this school "offers a new stimulus to programs in Special Education which have been going on for thirty years at Hunter College." Dr. Romaine P. Mackie was a devoted pioneer in Evening and Extension Sessions at Hunter. She is now a specialist in the department of health, education, and welfare at Washington.

President Shuster has remarked: ". . . Hunter College takes what I trust is legitimate pride in the fact that quest and experiment . . . are in its tradition. Here pioneer work has been done . . . in kindergarten teaching and in guidance. We think that our program in Special Education and very particularly our Demonstration School of 1953 are notable efforts to move forward anew. . . . I should also like to stress if I may the fact that the School and indeed many other activities of the same kind, illustrate very graphically how deeply indebted Hunter College is to private benevolence, on the part of Foundations and individuals, which has supplemented our resources. Of central importance always, to be sure, is the leadership which the Faculty can supply, but even the most dedicated teacher can prosper only with support."

The wider field of general elementary education, the College's first love, has not been pushed aside in the thrill of enthusiasm for fresh and worthy ventures. Sound thinking and wise planning have expanded the general program as well as the more highly specialized. There has been en-



richment through a practicum using all-day centers to which undergraduate student-teachers are assigned. There is in prospect a reorganization of the creative arts and related activities on the elementary level. Hunter College has a branch of the Association of Childhood Education for beginning teachers. Views and experiences are presented and discussed vis-à-vis specialists from the city's board of education, teacher-employment officials of the metropolitan school system, and authorities in mental hygiene. Dr. Anna Curtis Chandler conducts an audio-visual workshop, with a committee of parents co-operating.

Teachers, proverbially, have been envisaged as inhabiting some ivory tower in a dreamworld of their own fancy, far from the madding crowd and the ignoble strife of life. They are too often imagined as holding aloof from ordinary affairs. To correct whatever vestigial remains there may be of this in teachers-to-be, Hunter has been forwarding a program of selecting, organizing, and evaluating community experiences for prospective professionals who do not wish to stay in Sidney Lanier's lovely but exclusive Hills of Habersham but prefer to enter the Valleys of Hall and "be mixed with the main" of common folk. A particular area of the city is selected as a pilot project for the study of all sorts of agencies devoted to health activities, research, and case and group work. Hunter, through Dr. Leona M. Kerstetter as supervisor, has thus added what has been aptly called a "third dimension" to schoolteaching.

Nursing education has been moving along at a steady but rapid pace. The courses have been coordinated by a director: at first, Professor Theresa I. Lynch, who did a splendid piece of work; now, Professor Claire H. Favreau, who

carries it on from strength to strength. Growing in numbers as in outlook, these nursing courses enjoy the full approval of the New York State Education Department and of the National Nursing Accrediting Service. More than 130 registered professional nurses have been awarded the B.S. in nursing education since the program started in 1942. Of recent date, a broad new program for undergraduate nurses has been co-ordinated with the city's hospital system.

Some years ago, Professor Anna G. Anthony set up a screen between observed and observer to study behavior and psychological traits in action. An educational clinic was instituted in 1949 to provide even greater opportunities for student observation of children at work. Discussion opportunity is offered under expert guidance, with a study of case histories and diagnoses and methods of treatment. The clinic is housed in an old but specially equipped school building at Sixty-eighth Street and Lexington Avenue. The staff includes a director, Professor Frederick B. Davis, a supervisor of remedial services, a psychiatrist, a social worker, psychologists, and clinical associates. Members of the staff have been heard at meetings of the American Psychological Association, the American Orthopsychiatric Association, the International Psychological Congress at Stockholm, and at the International Psychoanalytical Congress at Amsterdam, The Netherlands.

Fifth-year work has advanced with the years. A graduate internship now leads to the master's degree in all teacher education curricula except where experience elsewhere is an acceptable substitute. A pattern is being worked out for teachers of speech improvement and of commercial

branches. The introduction of a course in current American issues and problems is being considered for the cultural part of the new program for elementary schoolteachers. There may soon be a subfield in the area of the cerebral palsied. For several years, Hunter has been host to the municipal colleges in fifth-year summer sessions. In a recent summer, seventy graduate courses were offered in fourteen departments. Co-operation has been all one could wish, particularly in the secondary field.

In the autumn of 1951, the higher board authorized the degree of bachelor of fine arts. Students were eligible who had continued their professional studies in music and the arts after a specialized program in the subjects of the city's high schools. "Whereas," runs the official announcement, "a student majoring in art under the program for the Bachelor of Arts degree is required to take only twenty-four credits in art [out of a total of 125], for the new degree a student may take sixty credits of art. The new degree also allows specialization in such fields as history of art, interior decoration, fashion design, museum lecturing and curatorial work, and others."

This fine arts project has grown. The Theatre Workshop, under the experienced hand of Professor Charles Elson, has given noteworthy plays, such as *Daughters of Atreus* and, in November, 1954, *The Crucible*. Mr. Arthur Miller gave Professor Elson the exclusive right to produce *The Crucible* at Hunter before the regular professional cast went on tour. Radio and opera workshops also attract a good deal of attention in and out of the College. Guests who came to a student-faculty exhibit not long ago saw classes in oil painting, harmony, pottery and ceramics,

among other subjects. Several educational and civic organizations, including the Public Education Association, sent representatives.

There is excellent equipment at hand for the effort described above. The top floor of the Park Avenue building has a streamlined theatre and laboratory, a studio admirably suited to stage and costume designing, and complete stage lighting arrangements with the highly valued north light. In the basement is a model crafts studio with heavy machine equipment. Art study is encouraged through annual scholarships provided by Mr. William Graf, father of a Hunter student, since graduated. Art students of high standing are eligible. Another hopeful sign of these fast-moving academic times is the integration of the work of several departments with art—English and speech, for instance—along special lines such as play projection.

Benjamin Franklin once observed that a man wrapped up in himself is likely to carry a small bundle. Hunter tries not to err on this score. There is no turning aside from the cultural life of the city. Science, art, literature, and music do not take to sheltered groves while the multitude pass by. Dr. Benno Lee still manages the concert series, more than a decade old. The programs are widely and justly acclaimed for they are of the highest distinction. A packed assembly hall is a common experience.

For several years, Young People's Concerts on Saturday mornings have been very popular. An artist such as Abbott Lee Ruskin, just eight, plays Mozart and Brahms as if he were a master older by at least a score of years.

Hunter also has a College Playhouse Series under the direction of Miss Dorothy R. Holcomb of the music department. The past season opened with the delightful *Bas-*



*astien and Bastienna*, Mozart's youthful one-act comic opera, presented by Delta Omicron. Miss Joy Fecci, a music major, sang Bastienna; the Misses Carol Seitz and Casimira Perez, recent alumnae, took the roles of Bastien and the magician, respectively. The music faculty enjoyed the collaboration of the chamber orchestra, which is composed of members of the New York Philharmonic-Symphony Orchestra.

The life we live is varied—there is no more obvious truism. It is not all art. Hunter stands alerted for any emergency in these stern “cold war” days. Civil defense signals are announced, shelter areas indicated, communications posts established. Professor Herbert N. Otis, his co-workers, and floor and group leaders, are all ready. Fire apparatus is available for instant use.

Roosevelt House, too, is aware of an ever-broadening mission. Art exhibits continue to be held and concerts given. A committee endeavors “to make foreign-born students feel more at home . . . , to enable them to understand American life, and. . . to interpret it to their own people,” who have come from all over the world. Members invite students to their homes, take them to concerts, and show them interesting historic sites.

Since many students must work while at College and afterward, as so many do at other higher institutions, the guidance program is scaled accordingly. Educational counsel is stressed with freshman and sophomore classes, since the selection of a major is now postponed till the end of the second year. Juniors and seniors receive more direct vocational advice. Young alumnae are invited to share experiences, talk on professional ethics, and explain job-seeking techniques. The bureau of occupations, established by the

Associate Alumnae long ago, is now the placement bureau. Funds for its work are given by the city for graduates as well as undergraduates. The office of teacher placement helps Hunter graduates find positions outside the New York public schools. Registrants may be placed in public and private schools in the United States and also in some foreign countries.

The College has a number of funds, large and small, for financial aid to students. In 1949, during the presidency of Mrs. Robert E. Draddy, the Associate Alumnae set out to raise a quarter of a million dollars to assist students in needful ways. A grand piece of work in difficult times! Though the goal has not been reached, the driving force of devoted women, like their sisters before them, will see the matter through, or come pretty close to it. Under the leadership of Mrs. Samuel Abrams, the president today, and her able fellow officers, the Alumnae carry on. The income from incorporated Scholarship and Welfare Funds has helped over a hundred students so far. The late Miss Jenny Hunter left the College most of her life's savings—and her sister's and their father's—more than \$130,000, for welfare uses, which a faculty committee considers and recommends to the President. A retired professor makes an annual gift for the same purpose in memory of his mother. Prizes, scholarships, and fellowships are also available under various conditions.

Recent graduates, representative of many more, have already risen high in public esteem: Georgia Reid, in medicine; Regina Resnik, in opera; Jean Cagney, on the stage; Pearl Primus, in dancing; Sylvia Porter, in finance; Edith Olshin and Anne Palmos, at the editorial desk; Beatrice Brown, in music; Barbara Cohen and Marianne Roney, in

publishing records of readings by living poets from their own works. Miss Soia Mentschikoff was at one time a visiting professor of law at Harvard, the first woman member of the faculty though not an alumna and women were not yet admitted as law students. The "male coed" will carry Lavender and White as high in coming years. As in the long past, scores of hundreds of alumnae are homemakers, and many more will doubtless be. A university professor, who recently said that the future will probably see fewer women so engaged, need have no fear in that respect. The Republic is not in danger, for college records show that the birth rate among A.B.'s bears favorable comparison with that of the population as a whole.

The Ford Foundation recently granted Hunter \$36,000 to help improve instruction by younger faculty members. The project is headed by Professor Ruth G. Weintraub, of the political science department, and Professor John S. Diekhoff, director of institutional research in the education department. A small group of appointees meet in weekly seminars conducted by departmental representatives. They also exchange visits with senior faculty members, and consult and participate in teaching activities. Questions of the following type are explored: What are the purposes of education? What are they in a public college? What are the rights and privileges, the responsibilities and obligations, of a professor? The program is the first of its kind in New York and probably the first in the United States.

Somebody or other has said that the students managed the medieval University of Paris. So or not—and I have my doubts—Hunter College does not set itself up as a modern rival, though students do manage a good many things far beyond what 1870 girls dared dream possible.



With a board of higher education conscientiously serving a well-disposed community, with a faculty wide-gauged and open-minded enough to encourage the maximum of self-expression consistent with good sense and the rights of others, and with a President who, big as the College has become, somehow manages to make his personality felt in the distant Bronx and the nearer Park Avenue. An alumna puts it this way: "The students look upon him not merely as President of the College but as *their* President." Faculty and President believe in and practise the thought of Ralph Waldo Emerson, which is inscribed in giant letters on the Sixty-eighth Street outer wall: "We are of different opinions at different hours, but we always may be said to be at heart on the side of truth." All told, to cite a former faculty member, herself a Barnard graduate: "The College seems to stimulate a feeling among the students that it belongs to them as much as they belong to it."

It will be well before closing this last chapter to indicate briefly the broad trends in Hunter's curriculum at the present time, even at the risk of seeming to overemphasize studies more than throbbing life. After all, a course of study is itself a symbol of that life in any college. Worth while will it be, as we do so, to recall the course of study when the Thomas Hunter regime came to an end in 1906. There is greater quantity surely, as any one will quickly see; but there is also quality in goodly measure. Striking indeed are the changes that have come over the curriculum in the last half century. In the number of degrees awarded, in the scope and variety as well as number of the course offerings, in the underlying intent to meet the challenges of these times, the College program is significant of the growth of knowledge and the widening of America's social and



intellectual horizon since the Female Normal and High School opened its doors. Despite our shortcomings as a people, we are, as Walt Whitman said years ago, the hope of democracy and thus the hope of the modern world. Besides the time-honored methods, Hunter's program has the new and practical note that such a word as "workshop" implies. There are pre-engineering, pre-medical, pre-journalism, and pre-social offerings, which were unknown until the past decade or so.

Let us take a random sampling of departmental listings, without any thought of being exhaustive but rather as representative as possible:

In the arts, broadly defined, there is a pronounced modern note. Present-day interest is utilitarian as well as scholarly and professional. The art department has not only its workshops but whole sections of courses with such titles as "Interior Decoration" and "Creative Art." Music likewise has its workshops. There is a B.S. in music now. As everywhere else, the fundamentals are not neglected, much less ignored. They are supplemented by work under such titles as these: "Masterpieces of Choral Literature" and "Courses in Applied Music."

In English, there are courses in journalism and critical writing. The spirit of the Cone-Williams-Mary A. Wyman era still animates the department, and rightly so. The loss of Professor Marjorie Anderson, late chairman, will be felt whenever her unassuming scholarship and personal charm are recalled in future years. Professor Thomas Ollive Mabbott sees to it that his beloved Poe and Whitman, and American literature generally, receive their due, which has been underrated too long in many of our colleges. Professors Martin J. Freeman, novelist, and Leo Gurko, essayist,

and Miss Mary F. Lindsley, poet, and their colleagues, have contributed to our national literary tradition. Professor Hoxie N. Fairchild diligently adds another volume now and again to his monumental *Religious Trends in English Poetry*. When finished, this great work will stand not only as a credit to its author but also as an inspiration to all who perceive the spiritual in the cultural heritage of mankind. One could go on, but space is a rigorous taskmaster.

Language teaching has widened the door for the vocationally interested student as for the literary specialist. To French and German have been added Spanish, Portuguese, and Italian through the years, and more recently Hebrew with the gifted poet, Dr. Israel I. Efros, carving an honored niche for it in Hunter annals. More and more we find foreign masters studied in English translations, but not to the exclusion of the original texts for all who wish to read them. The classics department also lists translations but holds fast to the ancient originals, too, with additional courses in New Testament and modern Greek, and in medieval Latin.

The constantly extending work of the education and physical education departments, and of speech and dramatics, is more immediately apparent, but it would be wrong to conclude that they are in any sense alone in the major trends of the Hunter course of study. For example, two earth-shaking conflicts have given the speech department new opportunities. Speech disorders through shell-shock and other causes have become common knowledge. They are reflected in course offerings in speech therapy. Speech problems incident to cerebral palsy and mental retardation also receive attention. The present age has made us conscious of such matters.

Since the history department was divided a decade or so ago, each new department has enlarged its work on its own account. The social sciences the country over have shown amazing vitality. At Hunter, there is a co-ordinator for these subjects in the teacher education program. History, today, includes New York as well as ancient Rome. The American saga is to the fore. Nor are South America, Asia, or the Near East forgotten. There is even a course entitled "Government and Religion," which carries the student through the intricacies of state-church relations from ancient times to the present.

Political science offers nearly forty courses, embracing the governments of the world. Again, there is the practical modern emphasis in such titles as "Workshop in Government Documents," "Political Parties and Practical Politics." A still more currently minded note is clear in the course title, "Far Eastern Politics." In economics, there are also some forty courses, including family finance, consumer marketing, international trade, national income, business cycles, and full employment. Several courses take up labor problems, one of them called "Union-Employer Relations."

Sociology and anthropology have likewise increased their scope. Sociology offers courses on problems of youth in modern society, of minority groups, and of housing. Professor Agnes M. H. Byrnes, recently retired, kept up the interest in anthropology that the eminent scholar, Franz Boas, instilled many years ago. Today, there are courses on the ethnology of Asia and Oceania. There are others on what are called acculturation problems, that is, questions arising out of the human contacts of ethnic groups, which are closer than ever before in history. Such problems, such questions, are not left high and dry but are

brought down to earth through exploration and study of anthropological solutions in the light of concrete situations. There is a course on American Negro culture, for instance, and it is interesting and significant of Hunter College maturity that Thomas Hunter's policy of nonsegregation for students has lately been applied not only in the inter-racial sorority, Alpha Omega Pi, but also in the faculty by the appointment of Professor Mary H. Diggs, a graduate of Minnesota, who holds her doctorate from Bryn Mawr. It was in the closing 1940's that the first Negro, the Reverend John M. Coleman of Brooklyn, was made a member of the higher board. He served until appointed to the board of education, which is in charge of the school system below the college level.

The physical sciences have not been laggard. They have been keeping abreast of the times and have a co-ordinator in the teacher education program. The laboratory is much in evidence. Biological science, chemistry, and physics stress, each in its own way, the facts of life as it is lived in the twentieth century. Botany, the old College favorite, has new associates which introduce the practical as was not always done in the "antient Time." The title, "Gardening," may seem strange in the official catalogue of a city pavement College, but underneath we read: "The principles of propagation and cultivation of plants as diversional projects; terraria and small garden arrangements." The chairman, Dr. Harold H. Clum, ought to know; he is a commuter himself. Since the past generation has seen a growing exodus from the cities, many Hunter graduates also will one day be suburbanites, or rural folk possibly. They may find they have not studied gardening in vain.

In chemistry and physics, there are similar stresses and



their implications for these days. All the new and all the old are taught by Professor A. Willis Dearing and his associates, and by Dr. Otis and his: two big departments now, which Joseph A. Gillet of old would rejoice to see. Biochemistry is there, with organic and inorganic as well. Atomic and nuclear physics and even photography are studied. There are several courses in astronomy, which was scarcely more than a piece of wishful thinking in 1870 and much later.

The physiology courses make note of the significant phrase: "in the light of present research." In hygiene, personal life and community living are found side by side. There is a course entitled, "Maternal and Child Health," and another, "Family Health and Home Nursing." There are these also: "Health and Prevention of Disease" and "Home and Community Hygiene and Home Nursing."

The exploring method of Professor Day still obtains in geology but is extended beyond the city on a 300-mile radius. Geography includes the economic and political as well as the earlier interest in a knowledge of the earth's surface.

Work in mathematics has always been strong and prominent at Hunter; it has not lost its vigor. Nurtured in the days of Gillet, Emma M. Requa, Evelyn Walker, and Genevra L. Simons, and now of Professor Jewell Hughes Bushey, it is one of the pillars of the ancient disciplines at Hunter. The department also brings in the present-day note in such courses as the "Mathematics of Investment and Insurance," the "Advanced Theory of Life Contingencies," and "Engineering and Industrial Statistics."

When the department of education was divided a decade and a half ago, psychology and philosophy parted company

with the time-honored title, which breadth of subject matter had somewhat outmoded. The whole gamut of modern thought appears today in the separated subjects. Psychology is applied to life; abnormal psychoses are specially treated in and for a troubled world. Philosophy includes logic, ethics, and aesthetics. American philosophy is considered. From Plato to Maritain the courses run, with an intercollege course for advanced philosophy students in all four of the city colleges.

Two exceptionally interesting undergraduate opportunities and one graduate program in teacher education merit a special word, if for no other reason than that they enjoy the cordial co-operation of so many departments.

In fine and applied art, undergraduate students may do "advanced work under the direction of painters, sculptors, and designers, including members of the College faculty, and also those engaged in professional work outside the College." Activities may be within a College department, the College itself, or in the professional world. The course is open only to seniors in the Bachelor of Fine Arts curriculum. There is an additional course in professional experience in the fine and applied arts.

"Explorations in the Sciences" is a course officially described as follows: "A study of science and scientific methods achieved by a thorough analysis of selected problems in the physical and life sciences, with emphasis upon the interrelations among the natural sciences and their relations to other branches of knowledge." The co-operating departments are as follows: biological sciences, chemistry, home economics, physiology, health, and hygiene, mathematics, geology and geography, physics and astronomy, and sociology and anthropology.

The graduate program offers a course in "Current American Problems," which considers current issues facing the American public—economic, geographic, governmental, historical and sociological aspects of selected critical issues. This course is part of teacher education and is designed for students specializing in early childhood and elementary education. Opportunity is provided for "experience in analyzing and integrating the contributions of the various social science disciplines and their application to current affairs." The following departments co-operate: economics, geology and geography, history, political science, and sociology.

But a course of study is not a college, however expertly devised and wisely administered. Nor is a building or group of buildings, however well equipped, however spacious its appointments and beautiful the campus. It is eager young hearts, minds, and spirits, with a faculty and President alert to their needs, who make any institution of learning. As President Shuster has phrased it, a college is "a place where a young generation associates with older generations in order to learn how to be useful and cultivated participants in the business of life." It is the faculty who must point the way, teach and guide, so that what is felt, done, said, and thought in and out of the classroom comes alive in living minds. It is the faculty who must create the atmosphere for the association that tells, immediately and lastingly, in better-adjusted men and women. In his *Report*, mentioned earlier, Dr. George D. Strayer, professor emeritus of Teachers College, Columbia University, declared that a college such as Hunter presents "the most startling challenge to public attention in all these United States. Here are a group of intellectual elite, physically strong and

morally determined young persons on the threshold of everything America has to offer . . .”

In the Hunter official statement of purpose, there appear these luminous words expressing the educational philosophy that undergirds the College effort:

“Hunter College is dedicated to the liberal education of those who are entrusted to the guidance of the faculty. Teaching and courses of study are governed by four principles. First, a good college is above all a friendly place, associating young people with carefully chosen members of the academic fraternity, so that through active and stimulating converse knowledge and insight may be gained. Second, the Faculty is deeply persuaded that education must be concerned with life as it is lived in a world the relative chaos of which can be surmounted only if the individual be trained to deal with it in a fashion that blends imagination with disciplined intelligence and conduct. Third, it believes that the tradition of culture is the richest legacy to which mankind has fallen heir and that therefore the use and conservation of this heritage are of vital concern to education. Fourth, realizing that those who graduate ought to be ready to take up tasks which will enlist their energies and insure their livelihoods, it fosters what it calls ‘vocational inlays’—that is, programs of study in a variety of professional and pre-professional areas, including teacher training, home economics, social work, nursing, journalism, and the fine arts.

“Such an educational program will succeed only if, despite the size of the student body, each young person can be seen as an individual person and given counsel and assistance which he or she needs in order to realize to the full the advantages which are afforded.”



This history of Hunter College of the City of New York, "one of a group of institutions of higher learning incorporated under the title of The College of the City of New York," has been written in vain if it has not clearly shown in what degree the standards set forth above have been progressively realized in day-to-day life, and to what extent there has been a continuing, expanding purpose to meet the needs and challenges of generation after generation according to the best and highest lights the College knew and knows in the society of which it has been a part. That there has been minus as well as plus throughout these eight decades and a half now past, needs no saying. Human frailty is to be found on the campus as in the marketplace.

In Thomas Hunter's *Annual Report* for 1870, he expressed the hope that the Normal College of the City of New York might attain foremost rank. Whether the College that bears his venerable name fulfills this hope must be left to the reader to say. "With the help of Divine Providence," to repeat an expression often found in the writings of the first President, the Captain and his crew of 1955 are earnestly endeavoring to pilot the Good Ship Alma Mater over whatever seas there are to harbors safe and worthy, in the trust that they may send her forth to a future of dedicated service inspired by the heritage of four score and five dedicated years.

"To have had a part in this enterprise," writes Dr. Shuster in his Foreword to this volume, "was all the lustre which many noble men and women who served it in times past required for their lives." To all who carry on, or will, may this book be, as the President graciously hopes, "a warm reminder of what Hunter College has been and what it has always desired to become."

## APPENDIX A

### BOARD OF EDUCATION—1869

#### (Department of Public Instruction)

Richard L. Larremore\*† *President*

Timothy Brennan*	Lorin Ingersoll
William E. Duryea*	Thomas Murphy
Samuel A. Lewis*	Nathaniel Sands
Isaac Bell	John H. Sherwood
Magnus Gross	Bernard Smythe
William Wood	

### BOARD OF HIGHER EDUCATION—1954

Joseph B. Cavallaro, LL.B., LL.M., LL.D., *Chairman*

Ruth S. Shoup, A.B., *Secretary*

John Adikes, LL.B.	Mary S. Ingraham, A.B., L.H.D.
Renato J. Azzari, M.D., F.A.C.S.	Lawton Mackall, A.B., A.M.
Harry J. Carman, A.B., A.M., Ph.D., Ped.D., L.H.D., LL.D.	John J. Morris
Porter R. Chandler, A.B., B.C.L., LL.B., A.M., LL.D.	Generoso Pope, Jr., Sc.B.
John E. Conboy, M.D., D.A.B.O.	Gustave G. Rosenberg, LL.B.
Gladys M. Dorman, A.B., A.M., LL.B.	Arthur Rosencrans
Harry Gertz, Sc.B., C.E.	Joseph Schlossberg
Archibald F. Glover, Sc.B., P.E., LL.D.	Henry E. Schultz, LL.B.
	Ella S. Streater, A.B.
	Ordway Tead, A.B., LL.D., L.H.D., Litt.D.
	Charles H. Tuttle, A.B., LL.B., LL.D.

Arthur Levitt, A.B., LL.B., *President of the  
Board of Education (ex-officio)*

Pearl Max, A.B., *Administrator*

\* Member of previous board of twenty-one members.

† Degrees are not given in the formal listing.

HUNTER COLLEGE ADMINISTRATIVE COMMITTEE  
OF THE BOARD OF HIGHER EDUCATION—1954  
Gustave G. Rosenberg, *Chairman*

Renato J. Azzari  
Harry J. Carman  
John E. Conboy  
Gladys M. Dorman  
Lawton Mackall

John J. Morris  
Generoso Pope, Jr.  
Joseph Schlossberg  
Ruth S. Shoup  
Ella S. Streator

FACULTY AND STAFF—1870

*Faculty*

Thomas Hunter, President and Professor of Intellectual Philosophy  
and of the Theory and Practice of Teaching  
Arthur Henry Dundon, Vice-President and Professor of the Eng-  
lish Language and Latin  
Joseph Anthony Gillet, Professor of Physics and Mathematics  
Philip M. W. Redfield, Professor of Natural Science  
Charles Albert Schlegel, Professor of German and French  
Lydia Fowler Wadleigh, Lady Superintendent  
Sarah E. Heybeck, Secretary and Librarian

*Staff (Tutors)*

Eliza A. Woods, Mathematics  
Lavinia M. Holman, Natural  
Science  
Frances E. Feeks, Latin and  
Literature  
Mary A. Matthews, Mathe-  
matics  
A. Caroline Covell, Drawing  
Abbie E. Hamlin, Natural  
Science  
Mary Willard, History and  
Literature  
Adele Bassie, French  
Helen G. Morgan, English  
Language  
Laura E. Leal, English  
Literature

Jane Harkness, Bookkeeping  
and Writing  
Emma L. Crasto, Latin  
Jessie McGregor, Physics  
Agnes Jackson, Mathematics  
Eliza M. Phelps, Mathematics  
Mary E. M. Carr, History  
Elfrida De Wailly, Music  
George Mangold, Music  
Ida E. Bruce, Intellectual Phi-  
losophy and Teaching  
Methods  
Charlotte V. Hutchings,  
Musical Directress  
Joanna Mitchels, German

*Model Primary School—1870*

Martha L. Doake, Principal

Frances O. Edge

Ella C. Day

Jane W. McElhinney

Emma M. Requa

Emily I. Conant

NOTE: John Mead (Nead, Neade), Janitor, Female Normal and High School; Dennis Sheehan, Janitor, Model Primary School.

## FACULTY AND STAFF 1954

## HUNTER COLLEGE

*Officers of Administration*

George N. Shuster, A.B., A.M., C.d'A., Ph.D., LL.D., D.Mus., Professor of English and President

John J. Meng, A.B., A.M., Ph.D., Professor of History and Dean of Administration

Mina S. Rees, A.B., A.M., Ph.D., Professor of Mathematics and Dean of Faculty

Anna G. Anthony, A.B., Pd.M., Ph.D., Professor of Education and Dean of Students

Marrie K. Gallagher, A.B., A.M., Ph.D., Professor of Education and Dean in Charge of Bureau of Educational and Vocational Guidance

Edgar H. Hemminghaus, A.B., A.M., Ph.D., Assistant Professor of German and Dean of Students

Philip R. V. Curoe, Sc.B., A.M., Ph.D., Professor of Education and Director of Teacher Education

Mary Belden James Lehn, A.B., Registrar and Secretary of Faculty Council

Joseph C. O'Connell, Sc.B., Business Manager

Frederic W. Stewart, A.B., A.M., Associate Professor and Librarian

Edward Davison, A.B., A.M., Litt.D., Professor of English and Director of the School of General Studies

Chester H. Robinson, A.B., Ph.D., Associate Professor and Associate Director of the School of General Studies



- Frederick Barton Davis, Sc.B., Ed.M., Ed.D., Professor of Education and Director of Educational Clinic  
Dorothy B. Ball, A.B., A.M., Assistant Registrar  
Eleanor S. Mutschler, A.B., Executive Secretary of the School of General Studies (College Administrative Assistant)  
Edna M. Romer, A.B., Executive Secretary to the Registrar (Registrar's Assistant)  
Joan Hollinghurst, A.B., A.M., Registrar's Assistant in Charge of Admissions  
Philip P. Steitz, Bursar  
Thelma Vint, A.B., A.M., Assistant to the Dean of Students  
Isabelle A. Krey, A.B., A.M., Lecturer in Education and Assistant to the Dean of Students  
Antoinette P. Jehle, A.B., Secretary to the President (College Secretarial Assistant B)

### *Chairmen of Departments*

- Theodore Abel, A.M., Ph.D.—Sociology and Anthropology  
Marjorie Anderson, A.B., A.M., Ph.D.—English  
Jewell Hughes Bushey, A.B., A.M., Ph.D., LL.D.—Mathematics  
Harold Haydn Clum, A.B., Ph.D.—Biological Sciences  
Gordon G. Darkenwald, A.B., A.M., Ph.D.—Geology and Geography  
A. Willis Dearing, Sc.B., Ph.D.—Chemistry  
Anders Emile, Diploma (Oslo Music Conservatory), Sc.B., A.M., Mus.D.—Music  
Mary L. Gambrell, A.B., A.M., Ph.D., Litt.D.—History  
Bertha G. Gold, A.B., Sc.M.—Physiology, Health and Hygiene  
E. Adelaide Hahn, A.B., A.M., Ph.D.—Classics  
Anna Jacobson, State Examination (Bonn, Germany), Ph.D.—German  
Dora S. Lewis, Sc.B., A.M.—Home Economics  
Edna Wells Luetz, A.B., A.M.—Art  
Madge M. McKinney, A.B., Sc.M., Ph.D.—Political Science  
Rudolf K. Michels, J.D., A.M., Ph.D., LL.B.—Economics  
Augusta W. Neidhardt, A.B., A.M.—Physical Education  
James M. O'Gorman, Sc.B., A.M., Sc.D.—Psychology and Philosophy  
Herbert N. Otis, Sc.B., Sc.M., Ph.D.—Physics and Astronomy

Rene Taupin, Lic.ès-L., Doc.ès-L. (Sorbonne, Paris)—Romance Languages

Arthur L. Woehl, A.B., A.M., Ph.D.—Speech and Dramatics

### *Coordinators*

Abraham Raskin, Sc.B., A.M., Ph.D.—Coordinator of the Sciences (Teacher Education Program)

Ruth G. Weintraub, A.B., A.M., J.D., Ph.D.—Coordinator of Social Sciences (Teacher Education Program)

### *Professors*

Theodore Abel, A.M., Ph.D.—Sociology and Anthropology

Marjorie Anderson, A.B., A.M., Ph.D.—English

Anna G. Anthony, A.B., Pd.M., Ph.D.—Education

J. Hobart Bushey, A.B., A.M., Ph.D.—Mathematics

Jewell Hughes Bushey, A.B., A.M., Ph.D., LL.D.—Mathematics

Harold Haydn Clum, A.B., Ph.D.—Biological Sciences

Philip R. V. Curoe, Sc.B., A.M., Ph.D.—Education

Gordon G. Darkenwald, A.B., A.M., Ph.D.—Geology and Geography

Frederick Barton Davis, Sc.B., Ed.M., Ed.D.—Education

Edward Davison, A.B., A.M., Litt.D.—English

John S. Diekhoff, A.B., A.M., Ph.D.—Education

Henry Dupont, Bac.ès-L., Lic.ès-L., Agrégation, Chev. de la Légion d'Honneur—Romance Languages

Hoxie N. Fairchild, A.B., Ph.D.—English

William J. Fordrung, Sc.B., A.M., M.D., LL.B.—Medical Office, School of General Studies

Dorothy Ganfield Fowler, A.B., A.M., Ph.D., LL.D.—History

Marie K. Gallagher, A.B., A.M., Ph.D.—Education

Mary L. Gambrell, A.B., A.M., Ph.D., Litt.D.—History

Dorothy Burne Goebel, A.B., A.M., Ph.D.—History

E. Adelaide Hahn, A.B., A.M., Ph.D.—Classics

Walter Helfer, A.B., F.A.A.R., A.M.—Music

James M. Hendel, Lit.B., Ph.D.—Chemistry

Beatrice F. Hyslop, A.B., A.M., Ph.D., O.d'A.—History

Anna Jacobson, State Examination (Bonn, Germany), Ph.D.—German

Harry L. Levy, A.B., A.M., Ph.D.—Classics

Dora S. Lewis, Sc.B., A.M.—Home Economics

Edna Wells Luetz, A.B., A.M.—Art  
 Thomas Ollive Mabbott, A.B., A.M., Ph.D., F.R.N.S.—English  
 Madge M. McKinney, A.B., Sc.M., Ph.D.—Political Science  
 James R. Meehan, Sc.B., Ed.M., Ed.D.—Education  
 John J. Meng, A.B., A.M., Ph.D.—History  
 Rudolf K. Michels, J.D., A.M., Ph.D., LL.B.—Economics  
 Helaine H. Newstead, A.B., A.M., Ph.D.—English  
 Carl V. Noll, Sc.B., M.B.A., Ph.D.—Economics  
 Herbert N. Otis, Sc.B., Sc.M., Ph.D.—Physics and Astronomy  
 Mina S. Rees, A.B., A.M., Ph.D.—Mathematics  
 Nathan Reich, A.B., A.M., Ph.D.—Economics  
 Carl Selmer, State Examination (Munich), Ph.D.—German  
 George N. Shuster, A.B., A.M., C.d'A., Ph.D., LL.D., D.Mus.—  
 English  
 Louise J. Talma, Mus.B., A.M.—Music  
 Rene Taupin, Lic.ès-L., Doc.ès-L. (Sorbonne, Paris)—Romance  
 Languages

Rosalind Tough, A.B., A.M., Ph.D.—Sociology and Anthropology  
 Ruth G. Weintraub, A.B., A.M., J.D., Ph.D.—Political Science  
 Livingston Welch, A.B., A.M., Ph.D.—Psychology and Philosophy

There are also (the great majority with doctorates) some 80 Associate Professors, 115 Assistant Professors, and 90 Instructors, several Lecturers, Tutors, Assistants, and others on the instructional staff. Over 125 persons, including 3 physicians, 5 nurses, a Custodian Engineer, administrative and office personnel, secretarial assistants, et al. make up the auxiliary and administrative staffs. The School of General Studies has a faculty of about 225, most of them with master's degrees and perhaps a third with doctorates. Hunter College has also 130 on Auxiliary and Administrative Staffs, most with the A.B., many with the A.M., and 5 with the doctorate.

### *Emeritus Deans and Professors*

Annie Hickinbottom Mills, A.B., LL.D.—Professor Dean Emeritus  
 Eleanor Hunsdon Grady, A.B., A.M., Ph.D.—Dean of Faculty  
 Emeritus and Professor Emeritus, Economics  
 A. Broderick Cohen, A.B., A.M.—Former Director of the School  
 of General Studies and Professor Emeritus  
 Adolph Busse, A.B., A.M., Ph.D.—Professor Emeritus, German  
 Joseph Cummings Chase—Professor Emeritus, Art

Margaret A. Graham, A.B., A.M., Ph.D.—Professor Emeritus, Biological Sciences

Claudine Gray, A.B., A.M., O.d'A., Chev. de la Légion d'Honneur—Professor Emeritus, Romance Languages

Mary F. Higgins, Sc.B., A.M., Ph.D.—Professor Emeritus, Education

Heinrich Hoeniger, J.U.D., V.L.—Professor Emeritus, Economics

Elizabeth M. Lynskey, A.B., A.M., Ph.D., Litt.D.—Professor Emeritus, Political Science

Helen A. Messenger, A.B., A.M., Ph.D.—Professor Emeritus, Physics and Astronomy

Samuel W. Patterson, A.B., A.M., Ph.D.—Professor Emeritus, Education

Pearl C. Wilson, A.B., A.M., Ph.D.—Professor Emeritus, Classics

William A. Worsham, Sc.B., A.M., Ph.D.—Professor Emeritus, Chemistry

### *Board of Higher Education Committee on Coordination of Teacher Education*

Joseph G. Cohen, Dean; Harold H. Abelson (City College);

Philip R.V. Curoe (Hunter); Carleton W. Washburne

(Brooklyn); Harry N. Riflin (Queens)

### *Hunter College Graduate Committee*

Ruth G. Weintraub, A.B., A.M., J.D., Ph.D., Chairman

James G. Clapp, A.B., A.M., Ph.D.

Philip R. V. Curoe, Sc.B., A.M., Ph.D.

Helaine H. Newstead, A.B., A.M., Ph.D.

Mina S. Rees, A.B., A.M., Ph.D.

There are 105 officers of instruction for the Programs of Graduate Study of Hunter College. Somewhat more than half of this number are members of the Hunter College undergraduate faculty. Others are from other colleges and schools in or near New York, or from such institutions as the domestic relations court, Manhattan State Hospital, and Grasslands Hospital, Valhalla.

### *Hunter College High School*

Cyril W. Woolcock, A.B., A.M., Ph.D., Associate Professor of Education and Principal



## FIRST ASSISTANTS

Agnes W. Benedix, A.B., A.M., Sc.M.—Biology  
 Emily H. Boggs, A.B., A.M.—Physics and Chemistry  
 Dorothy Bunker, A.B., A.M.—English  
 Mildred A. Busch, A.B., A.M.—Social Studies (Assigned to Administration)  
 Elizabeth M. Cooper, A.B., A.M., Ph.D.—Mathematics  
 Rose-Marie Daele, A.B., A.M., Ph.D., O.d'A.—French  
 Olive Burch Davis, Sc.B., A.M.—Speech  
 Thelma B. De Graff, A.B., A.M., Ph.D.—Latin  
 Helen E. Witmer, A.B., A.M., Ph.D.—Social Studies

There are also close to 60 assistant teachers, an educational and vocational counsellor, and a teacher of library. Most of these have the A.M. degree and several have the Ph.D. Besides, there are a nurse, clerical and secretarial assistants—all with degrees.

*Hunter College Elementary School*

Florence Brumbaugh, Sc.B., A.M., Ph.D., Principal and Associate Professor of Education

There are 9 teachers and 11 critic teachers; 16 have the A.M. degree and 1 the Ed.D. There is a college secretarial assistant.

NOTE: John J. Fleischmann is Custodian Engineer of Hunter College and the Campus Schools.

## APPENDIX B

### *Principal Historical Documents*

#### 1847—ESTABLISHMENT OF A FREE ACADEMY

An ACT \* authorizing the Board of Education of the city and county of New-York, to establish a Free Academy in said city:

Section 1. The board of education of the city and county of New-York, whenever the said board of education at any regular meeting thereof, by a majority of all the members thereof, shall by resolution declare it expedient to do so, for the purpose of extending the benefits of education gratuitously, to persons who have been pupils in the common schools of the said city and county of New York.

[The succeeding sections granted the board of education the right to proceed with such a project and, if the common council did not provide a suitable site, "to purchase a site therefor, and erect, finish, and fit up a suitable building or buildings" by contract. The board of supervisors of the city of New York was directed to "raise and collect" by taxation the necessary sum of money. A loan was authorized "in anticipation of the raising and collecting of the same by tax. . . ." Provision was also made for the proper maintenance of the new building. The title was to rest "in the mayor, aldermen and commonalty of the city and county of New-York." The money raised was ordered deposited by the common council "to the credit of the said board of education. . . ." The academy was placed "under the supervision, management and government" of the board of education through a standing executive committee of five.]

Section 7. From and after the time when the said free academy shall be established, and the instruction and education of students therein shall have been commenced, on such facts being certified by the said board of education to the regents of the university of the state of New-York, the said regents shall pay annually to the said board of education such ratable portion of the literature fund, as by law then in force it shall be entitled to receive with the other academies in the third, fourth, fifth and sixth Senate

\* Passed May 8, 1847, and signed by Governor John Young.

districts of this state as now constituted, to be expended and applied by the said board of education to the support and maintenance of the said free academy.

[The remaining sections required the board of education to send the Regents a report on February or before, each year, on the following matters: register of pupils, studies pursued, cost or value of the library, scientific apparatus and instruments, faculty roster and salaries, an accounting of money received for support and the sources of the money, and such other information as the common council or the regents might request. The board of education was constituted a body corporate with powers "to take and hold, sue for and recover all property of the free academy." The sum to be expended for the erection of the academy building was not to exceed \$50,000, and the annual expenditure for support not to exceed \$20,000. The question of establishing a free academy was to be submitted to a vote by the people on the first Monday of June, 1848. If a majority approved, the board of education would proceed to carry the provisions of the act into operation.]

*Laws of the State of New York*, Chap. 206, pp. 208-212, Albany, N.Y., 1847.)

## 854—ESTABLISHMENT OF A FREE ACADEMY FOR

### FEMALES

An ACT\* relative to common schools in the city of New-York  
 Paragraph 8. To continue the existing Free Academy, and organize a similar institution for females, and if any similar institution is organized by the board of education, all the provisions of this act relative to the Free Academy, shall apply to each and every one of the said institutions now existing or hereafter established, as fully, completely and distinctly as they could or would if it was the only institution of its kind; to distinguish each existing and future institution by an appropriate title, and to purchase, erect or lease sites and buildings for each and all of the said institutions, provided that no additional institutions shall be authorized or organized by the board of education unless a majority of the

\* Passed March 31, 1854, and signed by Governor Horatio Seymour.  
 Section 2, Paragraph 2. The board of education shall have power. . . .

whole number of members of the said board shall vote in favor thereof.

(*Laws of the State of New York*, Chap. 101, pp. 238-239, Albany, N.Y., 1854.)

# 1869—ESTABLISHMENT OF THE NORMAL AND HIGH SCHOOL, NOVEMBER 17\*

Resolved, That the Committee on Normal, Evening, and Colored Schools recommend the establishment of a daily normal school for females.

Resolved, That a Daily Normal School for Females be, and the same is hereby authorized and established, under the immediate direction and government of the Committee on Normal, Evening, and Colored Schools.

Resolved, That the Committee on Normal, Evening, and Colored Schools be, and are hereby authorized to lease the third floor of the premises No. 694 Broadway for the term of one year and five months, from the first day of December next, at the annual rent of five thousand dollars (\$5,000), with the option of a further rent of said premises, at the expiration of said term, for one year at an annual rent of six thousand dollars (\$6,000); and that said committee are hereby authorized to execute the lease of said premises, as herein specified, and with the usual covenants.

Resolved, That the Committee on Normal, Evening, and Colored Schools be, and they are hereby authorized to prepare and suitably furnish the premises No. 694 Broadway for the use of said Daily Normal School.

Isaac Bell, Wm. E. Duryea, Magnus Gross  
Committee on Normal, Evening, and Colored Schools.

# 1869—APPOINTMENT† OF THE FIRST OFFICERS, DECEMBER 1

Resolved, That Mr. Thomas Hunter be and he hereby is appointed President of the Female Daily Normal School, at a salary of four thousand five hundred dollars (\$4,500) per annum; and

\* Submitted and adopted, November 17, 1869, at regular meeting of board of education. Eight members present; all in favor.

† Passed at stated meeting, December 1, 1869. Ten commissioners voted "Aye." Commissioner Ingersoll was absent. President Larremore, of course, did not vote but was probably favorable.



that Mr. Arthur Henry Dunden [generally spelled Dundon] be and he hereby is appointed Vice-President of said school, at a salary of four thousand dollars (\$4,000) per annum,—both to date from the first of December instant.

Resolved, That the President and Vice-President of the Normal School have permission, for not longer than one month, to visit the best Normal Schools in this and neighboring States, with the view of investigating the most approved methods of normal instruction.

Issac Bell, Magnus Gross, Wm. E. Duryea.

Committee on Normal, Evening, and Colored Schools.

*(Annual Report of the Board of Education  
of the City and County of New York*

*for the Year Ending 31st of December, 1869, p. 73.)*

[Index II of the *Journal* calls the new school the Female Normal and High School, not Normal and High School or Daily Normal School for Females.]

## 1869—BYLAWS GOVERNING THE FEMALE NORMAL AND HIGH SCHOOL

### ARTICLE XIX

*Female Normal and High School of the City of New York*

#### I

There shall be a Normal and High School for the education and training of such pupils of the Female Grammar Schools of the City of New York, as shall have completed the studies of the first grade [that is, the highest grade, later called eighth grade] of the Grammar School Course.

#### II

The studies and instruction of the Normal and High School shall be of such a nature as to furnish for the schools of this city a constant supply of trained and competent teachers.

#### III

The Normal and High School shall hold its sessions every Monday, Tuesday, Wednesday, Thursday, and Friday throughout the year (except on such holidays and vacations as are now granted

to the College of the City of New York), from 9 A.M. until 2 P.M., and on Saturdays from 9 A.M. till 1 P.M.

## IV

The Normal and High School shall be held in a building to be erected for the purpose, and until the erection thereof, in such building as the Committee on Normal, Evening, and Colored Schools may designate.

## V

The Normal and High School shall be under the immediate direction and supervision of the Standing Committee on Normal, Evening, and Colored Schools.

## VI

The Faculty of the Normal and High School shall consist of the following professors:

*First.* The president, who shall be Professor of the Theory and Practice of Teaching, and of Intellectual Philosophy. He shall have general supervision of the school.

*Second.* The Vice-President, who shall be Professor of the English Language and Literature, and of the Latin Language, with a view to elucidate the derivation and construction of the English language.

*Third.* A Professor of Natural Science, which shall include Geology, Botany, Natural History, Physiology, Anatomy, Hygiene, and Object-teaching.

*Fourth.* A Professor of Mathematics and Physics, including Algebra, Geometry, Trigonometry, Natural Philosophy, Astronomy, and Chemistry.

*Fifth.* A Professor of Modern Languages, who shall direct the study of French and German. Each professor shall have as many assistants as may be required to conduct the studies of his department in an effective manner.

## VII

There shall be a lady superintendent, who shall have general charge of discipline, and perform such other duties as may be assigned her by the Committee on Normal, Evening, and Colored Schools.

## VIII

There shall also be teachers of the following subjects:

*First.* Penmanship and Stenography.

*Second.* Bookkeeping.

*Third.* Free-hand Drawing.

*Fourth.* Calisthenics.

*Fifth.* Musical Notation and Singing.

## IX

The students of the Normal and High School shall be termed Teacher pupils.

## X

The Board of Education shall designate certain Grammar and Primary Schools, in which, at appointed times, teacher-pupils will be received to teach classes under the inspection of the regular teachers, and under the supervision of the principals, who shall be required to fill out and return a schedule of remarks as to the efficiency of the teacher-pupil to the President of the Normal and High School. But no teacher-pupil shall be sent to a school of which she was before a scholar; nor shall more than two teacher-pupils be sent to any one school.

## XI

The Saturday sessions of the Normal and High School shall be continued until the month of June 1871, and shall be open to the instruction and training of the teachers in the employment of the Board of Education; and such teachers shall be regularly classified, and shall as far as may be possible, form classes for practice, in which each teacher, in turn, shall become the class-teacher, and be subject to the criticism of her associates, and of the professor or instructor in that department; and the present Saturday Normal School for Teachers, shall be abolished as soon as the Daily Normal and High School is in operation, and that the teachers now receiving instruction in the former school shall attend the Saturday sessions of the Daily Normal and High School, to be held for their special benefit, every Saturday from 9 A.M. to 1 P.M.

## XII

Under the direction of the Committee on Normal, Evening, and Colored Schools, there shall be an examination of all the pupils of

the Supplementary Classes of the Female Grammar Schools by the President and Faculty of the School, and those passing a satisfactory examination in the studies of the first grade of the Grammar School Course, who shall have been at least one year pupils in a Public School of this city, shall be admitted as teacher-pupils into the Normal and High School.

### XIII

The first examination of the pupils of the Supplementary Classes shall be held, as soon as conveniently can be, after the members of the Faculty have been appointed to the Normal and High School, and subsequent examinations for admission shall be held on the second Monday in June, and following days in every year, and at such examinations the Committee on Normal, Evening, and Colored Schools shall be present, and also the City Superintendent.

### XIV

Certificates of qualification, to all teacher-pupils after having been duly examined, shall be given by the Committee on Normal, Evening, and Colored Schools to such of the graduates as may deserve them; these certificates shall be signed by the Committee, by the President and Clerk of the Board of Education, and by the President and Vice-President of the school.

### XV

After the organization of the Normal and High School, no persons proposed as teachers, whether they shall or shall not be graduates of the Normal and High School shall be examined by the City Superintendent without a certificate duly signed by the Committee on Normal, Evening, and Colored Schools.

### XVI

In case there should not be room for the admission of a candidate, otherwise duly qualified according to these By-laws, her name and address shall be recorded in a book kept for that purpose, and as soon as a vacancy shall occur, notice shall be sent to her at such address, and she shall be admitted as a teacher-pupil, provided she shall present herself within the prescribed time, the next candidate on the list shall be notified, and any candidate failing to respond in due course shall not be admitted as long as there shall be any candidate in waiting, unless excused for reasonable cause by the Committee.



## XVII

The President and Vice-President shall prepare and submit to the Committee on Normal, Evening, and Colored Schools a plan of studies to be pursued by the teacher-pupils; and after the organization of the Normal and High School all alterations in the course of study shall be submitted to the Committee for their approval.

## XVIII

On or before the first day of July, 1871, the President of the Normal and High School shall report to the Committee on Normal, Evening, and Colored Schools, the course of instruction finally recommended, and unless the Committee otherwise ordered, such courses of instruction shall be adopted, and cannot be departed from except by authority of the Board of Education.

## XIX

The President of the Normal and High School shall make, once in every three months, between the months of October and August in each year, a detailed report of the number of teacher-pupils on the rolls of the Normal and High School, the average attendance, punctuality, conduct and progress of the students, together with the amount and nature of the instruction given by each professor and teacher; and shall, also, prepare an annual report of the Normal and High School, to be submitted to the Board of Education at their last regular meeting in December.

## XX

In recommending teacher-pupils for positions as teachers in the public schools in this city, merit and ability shall be the only tests; and should any of the teacher-pupils fail in one school they shall be tried in another school and should not be pronounced incompetent until after a fair and impartial trial; and it shall be the duty of the Committee on Normal, Evening, and Colored Schools, to allow all students, even after graduating, to avail themselves of every opportunity to study the methods and discipline and the theory and practice of teaching.

(*Journal of the Board of Education of the City of New York*, May 12-December 29, 1869.)

1870—AUTHORIZATION OF A SITE ABOVE FORTIETH  
STREET AND OF CHANGE OF NAME TO  
NORMAL COLLEGE OF THE CITY OF NEW YORK

An ACT \* to make further provision for the government of  
Section 12. The commissioners of the sinking fund are hereby  
authorized and empowered to assign to the board of education of  
the city of New-York such property belonging to the city north  
of Fortieth street as they may deem suitable for the erection of  
an edifice for the normal school, and on such conditions as they  
shall deem proper and for the use of said board. The normal  
school under the charge of said board shall hereafter be known as  
the Normal College of the City of New-York.

(*Laws of the State of New York*, Vol. I, Chap. 383, p. 894, Albany,  
N.Y., 1870.)

1870—AUTHORIZATION OF THE SITE AT  
SIXTY-EIGHTH STREET

Resolved, That the resolutions passed by the committee relative  
to selecting Reservoir Square as a site for the Normal College be  
rescinded.

Resolved, That the square bounded by Sixty-eighth street on the  
south, Sixty-ninth street on the north, Fourth Avenue on the  
west, and Lexington Avenue on the east, be and the same is  
hereby selected for a site for the further use of the Normal Col-  
lege, and the committee are hereby authorized to apply to the  
Commissioners of the Sinking Fund for such site.

(*Journal of the Board of Education of the City of New York*,  
July 20, 1870.)

1870—FORMAL RATIFICATION OF THE ESTABLISHMENT  
OF THE MODEL PRIMARY SCHOOL

ARTICLE XX

*Model Primary School*

Section 113. There shall be a Model Primary School, for the  
practical training of the pupil-teachers of the Normal College.

\* Passed April 26, 1870, and signed by Governor John T. Hoffman.  
the city of New-York:

### *Sessions and Vacations*

Section 114. Its sessions and vacations shall be the same as those of the Normal College, and said sessions shall be held in a building to be erected for that purpose, and, until the erection thereof, in such building as the Committee on Normal College, Evening, and Colored Schools may designate.

### *Direction and Supervision*

Section 115. The Model Primary School shall be under the immediate direction and supervision of the Committee on Normal College, Evening, and Colored Schools.

### *Teachers*

Section 116. The teachers of the Model Primary School shall consist of a Principal, and as many critic teachers as may be required.

*The Model Primary School to be a Part of the Normal College.*

Section 117. The Model Primary School shall constitute a part of the Normal College, and the organization and studies thereof shall be under the general control of the President of the Normal College.

### *The Principal to Report*

Section 118. The Principal of the Primary Model School shall report once a week to the President of the Normal College the conduct, attention and ability to teach, of all the pupil-teachers detailed for practice; and it shall be the duty of the President, from time to time, to examine the Model Primary School and report the condition thereof to the Committee on Normal College, Evening, and Colored Schools.

*(Journal of the Board of Education of the City of New York, November 2, 1870.)*

[NOTE: The original title of the Model Primary School was Normal College Training School.] *(Journal of the Board of Education of the City of New York, July 6, 1870, p. 306.)*

1873—INSCRIPTION ON MARBLE TABLET ON WALL AT  
PARK AVENUE ENTRANCE OF THE FIRST BUILDING

*Daily Normal School for Females*

Opened February 14, 1870, corner of Broadway and Fourth Street

Commissioners of Public Instruction

Richard L. Larremore, President

Timothy Brennan

Samuel A. Lewis

William E. Duryea

William Wood

Isaac Bell

Nathaniel Sands

Magnus Gross

Bernard Smyth

Lorin Ingersoll

Thomas Murphy

John H. Sherwood

Normal College Committee

Isaac Bell, Chairman

Bernard Smyth

William E. Duryea

William Wood

Magnus Gross

President of the Normal School

Thomas Hunter

Clerk of the Board of Education

William Hitchman

[NOTE: There was considerable variation in the title of the new institution. Even on this tablet it appears in two different styles.]

1888—CHANGE OF STATUS OF THE NORMAL COLLEGE  
OF THE CITY OF NEW YORK

An ACT relative to the Normal College of the city of New York:

Section 1. The Normal College of the city of New York is hereby declared to be a separate and distinct organization and body corporate, and as such shall have the powers and privileges of a college pursuant to the Revised Statutes of this State, and be subject to the provision of the said Statutes relative to colleges, and to the visitation of the Regents of the University in like manner with the other colleges of the State.



Section 2. The members of the board of education of the city of New York, together with the president of the Normal College, shall be ex-officio the trustees of said college, and shall have and possess the powers conferred upon and be subject to the duties required of the trustees of colleges by the Revised Statutes. The president of the college shall be a member of the executive committee of the said trustees for its care, government and management.

Section 3: All acts of the Legislature now in force with regard to the said Normal College, its control, management, support and affairs, not inconsistent with the provisions of this act, are hereby declared to be applicable to said college.

Sections 4, 5, 6. [4 states Normal College is entitled to distribution of "the literature and other funds" under the same conditions as other colleges of the state. The Regents are required to pay annually to the board of education "the distributive share of the said funds," which "shall be applied and expended for library books for the said college." Another section requires the trustees of the college to render an annual report to the board of estimate and apportionment of such sums of money as were necessary for maintaining the college but not exceeding \$125,000 a year, including salaries, equipment, books, supplies, and repairs. Still another section requires the trustees "to continue to furnish through the Normal College of the city of New York, the benefit of education gratuitously to girls who have been pupils in the common schools of the said city and county for a period of time to be regulated by the board of trustees of said college, and to all other girls who are actual residents of said city and county and who are qualified to pass the required examinations for admission to said college; and the board of trustees, upon the recommendation of the faculty of the said college, may grant the usual degree and diploma in the arts to such persons as shall have completed a full course of study in the said college: The said board of trustees shall give normal instruction in manual training for the purpose of preparing teachers of Normal College for the common schools."]

Section 7. [Requires the trustees to make an annual report, as of the last secular day of the December preceding, to the board of alderman and the board of regents of the University of the State of New York.]

Section 8. [Grants authority to expend moneys for the maintenance of the Normal College.]

Section 9. [Repeals all acts inconsistent with this Act.]

Section 10. [Declares the Act in effect immediately.]

(*Laws of the State of New York*, Chap. 580, pp. 944-946, Albany, N.Y., 1888.)

# 1902—ESTABLISHMENT OF THE HIGH SCHOOL DEPARTMENT, NOW CALLED HUNTER COLLEGE HIGH SCHOOL

[NOTE: Several resolutions were passed based on a report of the executive committee of the board of trustees. Three of these resolutions touch upon the separation of the preparatory course and its development into a high school department, which, in time, became Hunter College High School.]

4. Resolved, That it is expedient, in the judgment of this Committee [the Executive Committee], that students who have satisfactorily passed three years in high schools be admitted to the Normal College upon certification of the high-school authorities; that the studies of the Freshman Class be made equivalent to those of the fourth class in the high schools, and that graduates of the latter be admitted to the Sophomore Class of the College upon passing an examination prescribed by the Faculty of the College substantially equivalent to the examination passed by the Freshman Class for advancement.

6. Resolved, That the regular collegiate course of the Normal College shall consist of four years, but that as to those students who desire to enter upon a profession, the first year passed by them in any professional school, or school for training teachers recognized by the Regents of the University, shall be deemed equivalent (for the purpose of granting degrees) to the last or senior year of the collegiate course provided this expedient meets with the approval of the Regents.

7. Resolved, That an introductory or high school course of three years at the Normal College be established and continued during the school years 1902-3 and until the high schools are prepared to receive all graduates of the elementary schools who desire and are qualified to enter them, and until the high schools are actually furnishing to the Normal College classes adequate, in the judgment of the Trustees, to warrant them in discontinuing such high school course; but that thereupon the said introductory course should be discontinued, as having no proper place in the system of education and as occupying space which may well be devoted to

collegiate purposes. (*Proceedings of the Board of Trustees of the Normal College of the City of New York*, p. 15, New York, 1902.)

### 1908—FULL STATE RECOGNITION OF THE NORMAL COLLEGE A.B.

"President Geo. S. Davis—Normal College

I have pleasure in advising you that the degree of B.A. of the Normal College of the City of New York was registered by the Regents at their last meeting, December 10, 1908, as meeting the provisions of section 23a of the Regents Revised Rules."

(Telegram from Augustus S. Downing, December 23, 1908)

"I recommend that the following colleges and professional schools be duly registered:

College of the City of New York. . . B.A., B.S.

Normal College of the City of New York. . . B.A."

(*Sixth Annual Report of the Education Department, State of New York*, for the school year ending July 31, 1909, p. 596, Sec. 401, Commissioner Andrew S. Draper reporting.)

On motion of Regent Eugene A. Philbin, it was so voted. (*Ibid.*, p. 597.)

### 1914—CHANGE OF NAME TO HUNTER COLLEGE

An ACT\* to amend the Greater New York Charter, in relation to changing the name of the Normal College of The City of New York

Section 1. Section eleven hundred and thirty-nine of the Greater New York Charter, as re-enacted by chapter four hundred and sixty-six of the laws of nineteen hundred and one, is hereby amended to read as follows:

THE HUNTER COLLEGE OF THE CITY OF NEW YORK, A CORPORATION AND COLLEGE

Section 1139. The Normal College of The City of New York is hereby declared to be a separate and distinct organization and body corporate, and as such shall have the powers and privileges of a college pursuant to the revised statutes relative to colleges, and to the visitation of the regents of the university, in like manner with the other colleges of the state. Such college shall hereafter

\* Passed April 4, 1914, and signed by Governor Martin H. Glynn.



be known as Hunter College of The City of New York and the provisions of this charter as well as of all other state acts and parts of acts in any manner relating to or affecting The Normal College of The City of New York shall apply to and continue in full force and effect in relation to said Hunter College of The City of New York.

(*Laws of the State of New York*, Chap. 115, pp. 382-383, Albany, N.Y., 1914.)

### 1915—ESTABLISHMENT OF A SEPARATE BOARD OF TRUSTEES

An ACT \* to amend the Greater New York charter, in relation to Hunter College of the City of New York:

Section 1140. The board of trustees of said college on and after the first day of July, nineteen hundred and fifteen, shall consist of nine residents of the city, men and women, to be appointed as hereinafter provided, and of the president of board of education ex officio. Except as herein otherwise provided, the said board shall have and possess the powers conferred upon and be subject to the duties required of the trustees of colleges by the education law. The mayor of the city of New York shall appoint before the first day of June, nineteen hundred and fifteen, nine persons, men and women, to serve as such trustees, to hold office respectively as shall be designated by the mayor for one, two, three, four, five, six, seven, eight and nine years from the first day of July, nineteen hundred and fifteen. . . . The board of trustees shall have the power to prescribe by-laws and regulations for the board and for the government of the College, its faculty, instructors, and other employees. . . .

(*Laws of the State of New York*, Chap. 516, pp. 1499-1501, Albany, N.Y., 1915.)

### 1926—ESTABLISHMENT OF THE BOARD OF HIGHER EDUCATION

An ACT † to amend the education law in relation to the consolidation of boards of trustees of public colleges which are parts of the public school system in any city of a million inhabitants or

\* Passed May 4, 1915, and signed by Governor Charles S. Whitman.

† Passed April 16, 1926, and signed by Governor Alfred E. Smith.



more, into one board of higher education, and the establishment of college centers.

Article 44-A [in part as follows:]

Section 1142. Establishment. A board of higher education is hereby established in such city of the state of a population of one million or more in which, at the time this article takes effect, there are maintained public institutions of higher learning which confer degrees, which are supported out of public funds and which are under the control of separate boards of trustees. The said board of higher education of the said city shall govern and administer that part of the public school system within the city which is of collegiate grade and which leads to academic and professional degrees. The said board shall consist of citizens who are residents of the city, as follows: The members of the boards of trustees of the existing institutions of higher learning who are appointed by the mayor of the city within thirty days after this act takes effect. The president of the board of education of the said city shall also be a member ex officio of the board of higher education. The first three unattached members appointed by the mayor shall be residents of the borough with the largest public high school registration at the time this act takes effect; their successors may, in the discretion of the mayor, be residents of any borough; but the mayor shall so make his appointments to the included boards and to the unattached group that within ten years after this act takes effect there shall be and continue to be upon the board of higher education at least four members from each of the two boroughs of largest population as determined by the most recent state census, at least one member from the borough of smallest population and at least three members from each of the remaining boroughs.

Section 1143. Powers and duties. The board of higher education of each such city shall be a separate and distinct body corporate, shall have the duties and powers of trustees of colleges as set forth in this chapter, unless otherwise specifically provided in this article, and the institutions and educational units which they shall conduct shall be part of the common school system and shall have the powers and privileges of colleges and shall be subject to the visitation of the regents of the university of the state of New York. The boards of trustees of any existing public institutions of higher learning shall continue to conduct and develop, as part of the common school system, the educational work which they respec-

tively control, for a period of three years after which the control of the educational work of said institutions shall rest solely in the board of higher education, though each of said boards is hereby authorized, in its discretion, by resolution duly passed at a meeting legally held, to turn over for administration and control, any branch or division of its work, to the board of higher education of such city at any time. From the time when the said board of higher education shall assume sole control as aforesaid the said board of higher education shall administer all educational units controlled by it, as and under the general name and title of the college of the city in which the said units are located; but each unit of such college shall be given an appropriate and distinctive designation, and any existing unit, constituting a college for women, shall retain its present, distinctive name. The board of higher education shall select and acquire all new sites hereafter to be designated for public higher education in such city . . . and shall organize their faculties, shall approve and administer their courses leading to academic, professional and technical certificates, diplomas and degrees, shall appoint their officers of administration and instruction, shall prepare all their budgets and shall generally control and administer all public education in the said city beyond the high school level, except that which, at the time this article becomes law, is conducted and controlled by the existing public institutions of higher learning as herein provided and the teacher-training courses which are now conducted by the board of education of the said city. In the establishment of future centers of instruction, they may, in their discretion, set them up as administrative divisions of one or more of the existing institutions of higher learning; or they may establish them as distinctive educational units. . . .

The board shall control and keep up the buildings and grounds purchased by the city and occupied and used by institutions and units controlled by it; allow and regulate the use, gratuitously or otherwise, of said property for other than college purposes and prescribe the fees, if any, that persons, associations or corporations allowed to use it may charge; purchase materials, services, equipment and supplies. But the board shall not sell, transfer or otherwise dispose of land and buildings purchased by city-funds. They may, however, accept and administer for college purposes, gifts of land, bequests, trusts, money and buildings from private sources and erect buildings on college land out of money not furnished by

the city; and gifts of money, endowment, fees, interest and other income not derived from public taxation or the public credit shall be administered by them for college purposes in connection with the units under their control. The board shall establish positions, departments, divisions and faculties; appoint and in accordance with the provisions of law fix salaries of teachers and other employees therein; establish and conduct courses and curricula and prescribe conditions of student admission, attendance and discharge. The board shall furnish the benefits of collegiate education gratuitously to citizens who are actual residents of the city and who are qualified for admission to any regular undergraduate course of study leading to a baccalaureate degree and to any course of study in any preparatory, training or model school connected with any institution under their control; and they may furnish gratuitously or otherwise for male and female students, actual residents or employees of said city and non-matriculated students, additional technical, professional and special courses of study and other educational advantages. In all courses and courses of study they may, in their discretion, require students to pay library, laboratory, locker and breakage fees and meet the cost of books and consumable supplies. The board shall, on the recommendation of its faculty or faculties, grant . . . such . . . degrees and honors as the regents may hereafter specifically authorize them or any included board of trustees to grant. The board shall report to the board of estimate and apportionment, or like financial body of the city, annually on or before the first of September, an estimate of the total sum of money which will be required for the ensuing calendar year for the support, maintenance and operation of each of its schools, colleges, divisions, and sessions. . . . The total sum . . . shall not exceed the amount appropriated for these purposes by the city for the then current year, increased or decreased by a per centum thereof equal to the per centum increase or decrease of students registered in the day session of such center on the first day of March of the current calendar year as compared with the students so registered a year earlier (or if the center was not open for students a year earlier, the initial enrollment shall be used); and the board of estimate and apportionment and the board of aldermen, or like authorities of the city discharging such functions, are authorized and directed to raise and appropriate in the annual budget of the city, to the board, each total so estimated, and, in addition to appropriations to the said board, such further



sums, then and at other times, as may be required by law, and the board of estimate and apportionment, or like financial body, may at any time make appropriations to the board, on its own motion, or on their recommendation, for the alteration and construction of buildings, and to meet an emergency or any situation that was not foreseen at the time the annual estimate was prepared. . . .

Section 1144. Establishment of collegiate centers. The board of higher education . . . shall organize itself and elect a chairman and secretary. The said board shall have the same powers to acquire sites, buildings, apparatus, equipment for its institutions as the board of education has for school purposes, and it shall follow the procedure prescribed by law for the board of education in the acquisition of sites, buildings, apparatus and equipment. . . . When in its discretion, the board of higher education resolves to establish other centers of instruction, it shall follow the procedure of the board of education in establishing new schools. All officers of instruction in any educational institution admitted and controlled by the board of higher education, who are not members of any other retirement system supported in whole or in part by the said city and who hold appointment to service on annual salaries paid out of appropriations made by the city, shall, upon appointment, become members of the public school teachers' retirement system of the said city and shall have all the obligations, rights, privileges and benefits of new entrants. . . .

(*Laws of the State of New York*, Chap. 407, Art. 44-A, pp. 720-724, Albany, N.Y., 1927.)

[NOTE: The state law on higher education has been amended later than 1926; important dates are 1928, 1939. The reasons generally have been in the interest of faculty members or other employees; e.g., to fix minimum salary schedules. An important earlier date is 1921.]

### 1936—DISMISSAL FOR FAILURE TO TESTIFY

Section 903. If any councilman or other officer or employee of the city shall, after lawful notice or process, wilfully refuse or fail to appear before any court or judge, any legislative committee, or any officer, board or body authorized to conduct any hearing or inquiry, or having appeared shall refuse to testify or to answer any question regarding the property, government or affairs of the city or of any county included within its territorial limits, or



regarding the nomination, election, appointment or official conduct of any officer or employee of the city or of any such county, on the grounds that his answer would tend to incriminate him, or shall refuse to waive immunity from prosecution on account of any such matter in relation to which he may be asked to testify upon any such hearing or inquiry, his term or tenure of office or employment shall terminate and such office or employment shall be vacant, and he shall not be eligible to election or appointment to any office or employment under the city or any agency.

(*The New York City Charter*, adopted November 3, 1936, amended December 3, 1951: "Officers and Employees," Chap. 40, pp. 448-449, New York, 1937.)

#### 1948—STATE AUTHORIZATION TO CONDUCT COURSES IN ADULT EDUCATION ON A FEE BASIS

An ACT\* to amend the educational law in relation to the powers and duties of the board of higher education of the city of New York.

[The amendment consists of an inserted sentence on p. 619, to wit: "The board may conduct on a fee basis extension courses and courses of adult education appropriate to the field of higher education."]

(*Laws of the State of New York*, Chap. 269, pp. 611-620, Albany, N.Y., 1948.)

#### 1948—ESTABLISHMENT OF A STATE UNIVERSITY AND ALLOCATION OF STATE FUNDS FOR A DIVISION OF TEACHER EDUCATION IN THE MUNICIPAL COLLEGES

An ACT† to amend the education law in relation to the establishment and operation of a state university . . . and for assistance to community colleges and municipal colleges of the city of New York providing teacher-training programs.

##### Section 352. State University of New York Established

1. There is hereby created in the state education department within the higher educational system of the state as established

\* Passed March 21, 1948, and signed by Governor Thomas E. Dewey.

† Passed March 30, 1948, and signed by Governor Thomas E. Dewey.

under the board of regents a corporation to be known as the state university of New York, which shall be responsible for the planning, supervision and administration of facilities and provisions for higher education supported in whole or in part with state moneys, and to perform such other duties as may be entrusted to it by law. Such corporation is hereby authorized to take, hold and administer real and personal property, and the income thereof, absolutely or in trust for any educational or other corporate purpose within the jurisdiction of the university.

Section 353. State university trustees. [Briefly, this section states that the board of trustees shall consist of 15 members to serve until July 1, 1954. They shall be appointed by the Governor who shall also designate the chairman and vice-chairman from among the membership.]

Section 358. State aid for higher educational institutions.

1. State financial assistance may be provided from designated share of capital expenditures or operating expenditures or both to the following types of institutions operating in conjunction with the state university program.

c. Municipal colleges of the city of New York providing teacher-training programs.

2. State financial assistance for teacher-training in the municipal colleges of the city of New York shall be provided hereafter, beginning with the school year commencing July first, nineteen hundred forty-eight. The amount of such assistance shall be proportioned to the amount expended by the state in support of state teachers colleges and state colleges for teachers, in the ratio that the number of teachers regularly and permanently employed and holding a position for which a license as a teacher is required in the public schools of the city of New York bears to the number of such teachers in the state outside of New York city, on February first of the school year previous to that in which such assistance is provided.

Such state assistance shall be furnished to the city of New York subject to terms and conditions to be prescribed by the state university trustees in relation to the scope of teacher-training to be maintained in such colleges, approximate enrollments to be provided for, and the admission of students residing outside of the city of New York.

(*Laws of the State of New York*, Chap. 695, pp. 1288-1294, Albany, N.Y., 1948.)

FEDERAL STATUTES  
RELATING TO VETERANS' EDUCATION

1943—Public Law 16: *Vocational Rehabilitation Act for Disabled Veterans of World War II*

An ACT\* To Amend Title I of Public Law Numbered 2, Seventy-third Congress, March 20, 1933, and the Veterans Regulations to provide for rehabilitation of disabled veterans, and for other purposes.

Section 2. Part VII.

1. Any person who served in the active military or naval service at any time after December 6, 1941, and prior to the termination of the present war, who is honorably discharged therefrom, and who has a disability incurred in or aggravated by such service for which a pension is payable under laws administered by the Veterans' Administration, or would be but for receipt of retirement pay, and is in need of vocational rehabilitation to overcome the handicap of such disability, shall be entitled to such vocational rehabilitation as may be prescribed by the Administrator of Veterans' Affairs to fit him for employment consistent with the degree of disablement: *Provided*, That no course of training in excess of a period of four years shall be approved nor shall any training under this part be afforded beyond six years after the termination of the present war.

2. The Administrator shall have the power and duty to prescribe and provide suitable training to persons included in paragraph 1, and for such purposes may employ such additional personnel and experts as are deemed necessary, and may utilize and extend existing Veterans' Administration facilities and utilize those of any other governmental agency as well as those maintained by joint Federal and State contributions; and, in addition, he may, by agreement or contract with public or private institutions or establishments, provide for such additional training facilities as may be suitable and necessary to accomplish the purposes of this part. . . . (*United States Statutes at Large* . . . Seventy-Eighth Congress . . . 1943 . . . Vol. 57, in 2 Parts, Public Laws, Chap. 25, pp. 43-45, Washington, D.C., 1944.)

\*Passed March 24, 1943, and signed by President Franklin D. Roosevelt.



*1944—Public Law 346: Servicemen's Readjustment Act*

An ACT \* To provide Federal Government aid for the readjustment in civilian life of returning World War II veterans. *Be it enacted . . .*, That this Act may be cited as the "Servicemen's Readjustment Act of 1944."

## Chapter IV—Education of Veterans.

## Section 400 (b), Part VIII:

1. Any person who served in the active military or naval service on or before September 16, 1940, and prior to the termination of the present war, and who shall have been discharged or released therefrom under conditions other than dishonorable, and whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, or who desires a refresher or retraining course, and who either shall have served ninety days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, or shall have been discharged or released from active service by reason of an actual service-incurred injury or disability, shall be eligible for and entitled to receive education or training under this part: *Provided*, That such course shall be initiated not later than two years after either the date of his discharge or the termination of the present war, whichever is later: *Provided, further*, That no such education or training shall be afforded beyond seven years after the termination of the present war: *And provided further*, That any such person who was not over 25 years of age at the time he entered the service should be deemed to have had his education or training impeded, delayed, interrupted, or interfered with.

2. Any such eligible person shall be entitled to education or training, or a refresher or retraining course, at an approved educational or training institution, for a period of one year (or the equivalent thereof in continuous part-time study), or for such lesser time as may be required for the course of instruction chosen by him. Upon satisfactory completion of such course of education or training, according to the regularly prescribed standards and practices of the institutions, except a refresher or retraining course,

\* Passed June 22, 1944, and signed by President Franklin D. Roosevelt.



such person shall be entitled to an additional period or periods of education or training, not to exceed the time such person was in the active service on or after September 16, 1940, and before the termination of the war, exclusive of any period he was assigned for a course of education or training under the Army specialized training program, or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, but in no event shall the total period of education or training exceed four years: *Provided*, That his work continues to be satisfactory throughout the period; according to the regularly prescribed standards and practices of the institution: *Provided, however*, That whenever the additional period of instruction ends during a quarter or semester and after a major part of such quarter or semester has expired, such period of instruction shall be extended to the termination of such unexpired quarter or semester.

3. Such person shall be eligible for and entitled to such course of education or training as he may elect, and at any approved educational or training institution at which he chooses to enroll, whether or not located in the State in which he resides, which will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue: *Provided*, That, for reason satisfactory to the Administrator, he may change a course of instruction: *And provided further*, That any such course of education or training may be discontinued at any time, if it is found by the Administrator that, according to the regularly prescribed standards and practices of the institution, the conduct or progress of such person is unsatisfactory . . .

11. As used in this part, the term 'educational or training institution' shall include all public or private elementary, secondary, and other schools furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers colleges, normal schools, professional schools, universities, and other educational institutions, and shall also include business or other establishments providing apprentice or other training on the job, including those under the supervision of an approved college or university or any State department of education, or any State apprenticeship council or the Federal Apprentice Training Service established in accordance with Public Law Number 308, Seventy-fifth Congress, or any

agency in the executive branch of the Federal Government authorized under other laws to supervise such training.

(*United States Statutes at Large* . . . Seventy-eighth Congress . . . 1944 . . . Vol. 58, in 2 Parts, Public Laws, Chap. 268, pp. 284-291. Washington, D.C., 1945)

1950 Public Law 894: The ACT \* Extending Vocational Rehabilitation to Disabled Veterans of Service on or after June 27, 1950

NOTE: This statute was passed merely to extend the benefits of Public Law 16 to persons who had served in the armed forces during the Korean War, on or after June 27, 1950.

(*United States Statutes at Large* . . . Eighty-second Congress, December 28, 1950 and amended prior to July 17, 1952: *Laws Granting Educational and Training and Other Benefits to Veterans*: August 5, 1952, Washington, D.C., 1952)

1952 Public Law 550: Veterans' Readjustment Assistance Act \* of 1952

Title I: Section 101. The Congress of the United States hereby declares that the veterans' education and training program created by this Act is for the purpose of providing vocational readjustment and restoring lost educational opportunities to those service men and women whose educational or vocational ambitions have been interrupted or impeded by reason of active service in the Armed Forces during a period of national emergency and for the purpose of aiding such persons in attaining the educational and training status which they might normally have aspired to and obtained had they not served their country. . . .

[NOTE: The benefits for Korean veterans, generally speaking, are not so generous as those extended to World War II veterans because of waste found in the administration of Public Law 346.]

(*United States Statutes at Large* . . . Eighty-second Congress, July 16, 1952: *Laws Granting Educational and Training and Other Benefits to Veterans*: August 5, 1952. Washington, D.C.)

### *New York State Authorization of Veterans' Education*

1948 An ACT † to amend the education law, in relation to extending the duration of provisions relating to contracts for the

\* Signed by President Harry S. Truman.

† Passed March 31, 1948 and signed by Governor Thomas E. Dewey.

instruction in higher education of veterans of World War II and other students.

Section 611. Contracts for higher education. The education department, with the approval of the director of the budget, is authorized to enter into a contract for the instruction in higher education of veterans of world war II and other students with the board of trustees of any institution, chartered by the regents on a temporary basis to meet the emergency created by the present lack of college facilities, to defray the cost of such instruction and other expenses incidental thereto and are not covered by receipts from federal, state or other sources.

The provisions of this section shall continue in full force and effect until July first, nineteen hundred forty-nine, but in no event shall the contract be executed beyond July first, nineteen hundred forty-nine. [The original act read "forty-eight."]

(*Laws of the State of New York*, Chap. 330, pp. 672-673, Albany, N.Y., 1948)

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